






	Rockmount Primary School Year 6 Curriculum Map					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>National and Whole School Events</b>	International Day of Peace	Black History Month National Poetry Day Anti-bullying Week Children in Need Remembrance Day World Food Day	National Handwriting Day Internet Safety Day	World Maths Day World Book Day British Science Week Comic Relief	Mental Health Awareness Week World Day for Cultural Diversity	Sports Week World Environment Day
<b>Assemblies / Circle Times / British Values / Safeguarding</b>	Ass: New Beginnings, Our Environment, Peace SG: Relationships and Keeping Safe (Who can I talk to?)	Ass: Poverty, Bullying BV: Democracy SG: Safe Play (Peer mediators, Friendship, Inclusion, Anti-bullying)	Ass: Online Safety, Citizenship BV: Rule of Law SG: Online safety SG: Citizenship and Criminal Responsibility	Ass: Scientists, Families and Relationships BV: Individual Liberty and Personal Responsibility SG: Healthy Relationships and Appropriate Touch	Ass: Prejudice BV: Tolerance and Respect SG: Stranger Danger	Ass: Save the Planet BV: Equality SG: Moving On (Gang Awareness, Road Safety, Peer pressure)
<b>Theme</b>	<b>What was London like during the Victorian era?</b>	<b>How has crime and punishment changed throughout the ages?</b>	<b>Is there more to North America than Disney Land?</b>	<b>What is the cost of a natural disaster?</b>	<b>Why is it important to learn about past civilisations?</b>	<b>What is entertainment?</b>
<b>Literacy</b>	Biography Recounts Newspaper article	Crime Fiction Letters Chapters	Legends Narrative Brochures	Explanations Different Viewpoints Persuasive leaflet	Narrative – traditional tale GPS and Reading Revision	Autobiographies Poetry Transition
<b>Key Text</b>	Street Child /Oliver Twist	Wild Boy	The Giant’s Necklace Buffalo Nation	Survivors The Tempest	Hansel and Gretel	Why the Wales Came
<b>Maths</b>	Place Value/ Four Operations	Fractions/ Decimals/Percentages/ Shape	Geometry/ Measure/ Statistics	Ratio/ Multiply & Divide Fractions/ Algebra	REVISION	Maths Mastery
<b>Science</b>	<b>Light</b>  Children are taught to: <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light#</li> <li>• explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<b>Electricity</b>  Children are taught to: <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• compare and give reasons for variations in how components function</li> <li>• use recognised symbols when representing a simple circuit diagram</li> </ul>	<b>Animals and their habitats</b>  Children are taught to: <ul style="list-style-type: none"> <li>• describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences</li> <li>• give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<b>Evolution</b>  Children are taught to: <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things from long ago</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are different from their parents</li> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>		<b>Animals including humans</b>  Children are taught to: <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system and describe the function of the heart, the blood vessels and the blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe ways in which nutrients and water are transported in animals and humans</li> </ul>
<b>Computing</b>	<b>We are toy makers</b>  Children are taught to: <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</li> </ul>	<b>We are computational thinkers</b>  Children are taught to: <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals</li> <li>• use sequence, selection and repetition in programs; work</li> </ul>	<b>We are publishers</b>  Children are taught to: <ul style="list-style-type: none"> <li>• understand computer networks including the Internet and the opportunities they offer for communication and collaboration</li> </ul>	<b>We are connected</b>  Children are taught to: <ul style="list-style-type: none"> <li>• understand the opportunities computer networks offer for communication and collaboration</li> <li>• use search technologies effectively, appreciate how results are selected and ranked,</li> </ul>	<b>We are advertisers</b>  Children are taught to: <ul style="list-style-type: none"> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<b>We are AI developers</b>  Children are taught to: <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve</li> </ul>

	<ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<p>with variables and various forms of input and output</p> <ul style="list-style-type: none"> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<ul style="list-style-type: none"> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly</li> </ul>	<p>and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content</li> </ul>	<ul style="list-style-type: none"> <li>• select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p>problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> <li>• use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>
	<p><b>Health, Well-being and Lifestyle</b></p> <p>I can describe common systems that regulate age related content (e.g., PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g., night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p><b>Online Reputation</b></p> <p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including de</p>	<p><b>Privacy and Security</b></p> <p>I can describe effective ways people can manage passwords (e.g., storing them securely or saving them in browser).</p> <p>I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g., auto updates.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally;</p> <p>I can describe strategies to help me identify such content (e.g., scams, phishing).</p> <p>I know that online services have terms and conditions that govern their use.</p>	<p><b>Managing Online Information</b></p> <p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how to use search technologies effectively.</p> <p>I can describe how some online information can be opinion and can offer examples</p> <p>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p><b>Online Bullying</b></p> <p>I can describe how to capture bullying content as evidence (e.g., screengrab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>	<p><b>Managing Online Information</b></p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g., advertising and 'ad targeting' and targeting for fake news).</p> <p>I understand the concept of persuasive design and how it can be used to influence peoples' choices</p> <p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important</p> <p>I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p> <p><b>Copyright and Ownership</b></p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>	<p><b>Managing Online Information</b></p> <p>I can describe the difference between online misinformation and dis-information.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g., the sharing of misinformation or disinformation).</p> <p>I can identify, flag and report inappropriate content.</p> <p><b>Self-Image and Identity</b></p> <p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why It is important to challenge and reject inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened</p> <p>I know and can give examples of how to get help, both on and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p>	<p><b>Online Relationships</b></p> <p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others (e.g., screengrabs).</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g., embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this</p>

<b>History</b>	<b>How have our lives been changed by the Victorians? (Local Area)</b>  Children are taught about: <ul style="list-style-type: none"> <li>the Victorian Era tracing how several aspects of national history are reflected in the locality an aspect of Victorian history and sites significant in the locality (Crystal Palace)</li> </ul>	<b>Has the way we catch and punish criminals improved over time?</b>  Children are taught about: <ul style="list-style-type: none"> <li>changes in crime and punishment from the Anglo-Saxons to the present</li> </ul>			<b>Why should we study the Early Islamic Civilizations in school today?</b>  Children are taught about: <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history - Baghdad c. AD 900</li> </ul>	
<b>Geography</b>	<b>Our Local Area (Linked to history unit)</b>  Children are taught to: <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>		<b>What are North America's countries and physical features?</b> Children are taught to: <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on the location of North America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>use the eight points of a compass, four and six-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</li> </ul>	<b>What is the impact of natural disasters on our world?</b> Children are taught to: <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>Physical geography, including: volcanoes and earthquakes</li> </ul> </li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>		<b>What have we learned about our world?</b> Children are taught to: <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>Physical geography, including: volcanoes and earthquakes</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>
<b>Art</b>	<b>Printing</b>  <b>What impact did William Morris have on the art world?</b>  Children are taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of</li> </ul>		<b>Drawing</b>  <b>What is 'Parody' and can you create your own?</b>  Children are taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and</li> </ul>		<b>Sculpture</b>  <b>How are plaster sculptures made?</b>  Children are taught: <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials</li> </ul>	



	materials [for example, pencil, charcoal, paint, clay] <ul style="list-style-type: none"><li>about great artists, architects and designers in history</li></ul>		sculpture with a range of materials for example, pencil, charcoal, paint, clay <ul style="list-style-type: none"><li>about great artists, architects and designers in history</li></ul>			
Featured Artist	<b>William Morris</b> 		<b>American Gothic by Grant Wood</b> 	<b>William Brown</b> 	<b>Maria Bartuszoová</b> 	<b>Julia Barfield</b> 
Design & Technology		<b>Cooking and Nutrition</b>  <b>What would be a good seasonal dish for Autumn?</b>  Children are taught: <ul style="list-style-type: none"><li>understand and apply the principles of a healthy and varied diet</li><li>to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li><li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li></ul>		<b>Construction</b>  <b>How are bridges designed to withstand windy weather?</b>  Children are taught: <ul style="list-style-type: none"><li>to 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</li><li>to select from and use a wider range of tools and equipment to perform practical tasks</li><li>to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li></ul>		<b>Computer Aided Design</b>  <b>How are computers used to control the movement of a fairground ride?</b>  Children are taught: <ul style="list-style-type: none"><li>to apply their understanding of computing to program, monitor and control their products</li></ul>
Music	<b>How can we work together to create and perform music inspired by the Victorian era and beyond?</b>  Children learn <ul style="list-style-type: none"><li>to listen, appraise and perform music influenced by the Victorian era.</li><li>to perform in solo and ensemble contexts with growing awareness of their own part.</li><li>to sing and play musical instruments with style, accuracy, fluency and expression.</li><li>to use chords and accompaniment patterns to enhance performances.</li></ul>	<b>How can learning one duet help us unlock the magic of four chords used in so many famous songs?</b>  Children learn <ul style="list-style-type: none"><li>to play the famous piano duet 'Heart and Soul', using it as a foundation to master the four chords (C, Am, F, and G) that form the basis of countless popular songs.</li><li>the ensemble skills needed to perform duets on the keyboard.</li><li>to compose and improvise music using these chords.</li><li>to perform songs with increasing accuracy, expression and a sense of</li></ul>	<b>How can music from around the world help us play and perform together?</b>  Children learn <ul style="list-style-type: none"><li>to appreciate the different traditions of music around the world through listening, appraising and performing.</li><li>to draw from their repertoire of musical skills in order to perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li></ul>	<b>How have I grown as a musician at Rockmount, and how can I keep making music in the future?</b>  <b>Children learn</b> <ul style="list-style-type: none"><li>to reflect on and appreciate the range of musical skills they've developed at Rockmount.</li><li>to work more independently, using chord charts and diagrams to keep learning new songs.</li><li>to explore ways to learn beyond the classroom, like online tutorials, apps and chord websites.</li><li>to create their own pieces or small-group performances that show creativity and expression.</li><li>to celebrate their progress as musicians and see how these</li></ul>	<b>How can we use music, movement, and expression to create a memorable and impactful performance for our end-of-term show?</b>  <b>Children learn</b> <ul style="list-style-type: none"><li>to <b>memorise and perform a range of challenging songs</b>, focusing on wider vocal ranges, complex melodic shapes, rhythms, harmonies, and dynamics.</li><li>to <b>convey character emotions through song</b>, integrating movement and expression to enhance their performance.</li><li>to <b>work as a cohesive ensemble</b>, blending voices and applying techniques such as vocal projection and stage presence.</li></ul>	

	•to reflect on how music can tell stories about people’s lives, past and present.	purpose for end of term performances.		skills will help them keep making music in secondary school and beyond.		
R.E.	How do we change through life’s journey?  Children will: <ul style="list-style-type: none"><li>know that there are many rituals practised to mark the changes in a person’s lifetime</li><li>understand that the different religious and nonreligious groups have different ceremonies</li></ul>		How does a community work?  Children will: <ul style="list-style-type: none"><li>understand that people usually live together in groups and there are various customs, laws and activities that keep society working together</li></ul>		Why do people go on pilgrimages?  Children will: <ul style="list-style-type: none"><li>consider what is important to them, what do they believe in?</li><li>learn about what each of the four featured religions believes about a deity (Christianity/Hinduism/Sikhism /Islam)</li><li>reflect on why people believe in God</li></ul>	
PSHE / SRE	Family and Relationships  Learning to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief	Health and Wellbeing  Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals	Citizenship  Learning about human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Economic Wellbeing  Explore choices related to navigating feelings about money, keeping money safe, managing finances in secondary school, understanding the risks of gambling, considering careers in various workplaces, and identifying the paths to pursue different careers	Safety and the Changing Body  Learning about the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Safety and the Changing Body  Learning about the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.
MFL	French sport and the Olympics  Conjugating the verb ‘aller’- to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.	French football champions  Developing and practising language learning strategies, developing reading, speaking and listening skills, responding to questions about footballers.	In my French house  Learning how to describe a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms.	Planning a French holiday  Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey	Visiting a town in France  Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France.	
PE and Sport	Football and Tag Rugby	Football and Tag Rugby	Gymnastics Unit 1 Handball	Dance Netball	Cricket Tennis	Athletics OAA (Outdoor and Adventurous Activities)
	Advanced Swimming					
Outdoor Learning	Outdoor learning – Crystal Palace park Local area walk – Victorian houses		Edible Garden		Edible Garden	PGL
Health and Wellbeing	Rights for children	Seasonal cooking		Financial workshop	Drug Education TFL Talk	Developing team building skills
Enrichment Visits/Trips	Victorian Day West Norwood cemetery	Clink Museum/Buddhist Temple		London Geography Field Study – Thames flood barrier	Ben Kinsella Workshop	PGL End of Year Trip/Amusement Park Trip