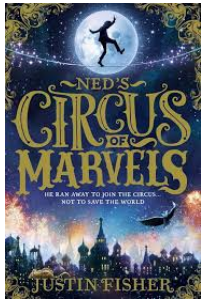
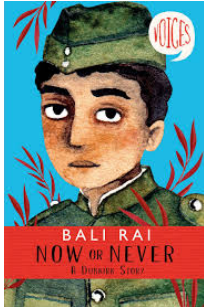
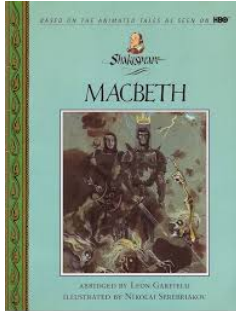
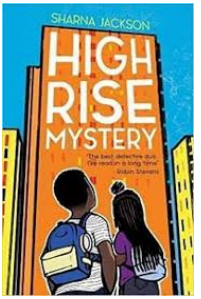


Year 6 Curriculum Map 2026 2026

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Genre	Historical	Classic	Historical	Classic	Animation	Mystery
English Units	Paradise Sands by Levi Pinfold  Writing outcomes:	Ned's Circus of Marvels by Justin Fisher  Writing outcomes:	Now or Never by Bali Rai  Writing outcomes: Narrative based on the text (F) Write a persuasive propaganda leaflet (NF)	Macbeth by Leon Garfield  Writing outcomes: Innovation on Macbeth- modern tale including dialogue (F) Discussion linked to Macbeth (NF)	Alma (animation)  Writing outcomes: Story retell (F)	The High Rise Mystery by Sharna Jackson  Writing outcomes:
Maths	Place value (2 weeks) Addition, subtraction, multiplication and division (4 weeks)	Addition, subtraction, multiplication and division (1 week) Fractions (4 weeks) Converting units (1 week) Consolidation and assessment (1 week)	Ratio (2 weeks) Algebra (2 weeks) Decimals (1 week)	Decimals (1 week) Fractions, decimals and percentages (2 weeks) Area, perimeter and volume (2 weeks) Statistics (1 week)	Statistics (1 week) Shape (3 weeks) Position and direction (1 week) Themed projects, consolidation and problem solving (1 week)	Themed projects, consolidation and problem solving (6 weeks)
Science	How does light travel? Light Building on: EYFS, Year 3 Educational visit/Experience:	How can I make a burglar alarm? Electricity Building on: Year 4 Educational visit/Experience:	What is the human circulatory system? Animals including humans Educational visit/Experience: Building on: EYFS years 1,2,3,4 and 5	How do we classify living things? Living things and their habitats Building on: EYFS, Years 2,4,and 5 Leading to: Educational visit/Experience:	How have living things changed over time? Evolution and inheritance	How have living things changed over time? Evolution and inheritance
Computing	Communication and Collaboration Children explore how data is transferred over the internet. Children look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. They learn how to communicate responsibly by considering what should and should not be shared on the internet and how to report concerns about inappropriate content online. Building on: Y5, A1, Systems and Searching	Website Creation Children are introduced to creating websites for a chosen purpose. Children learn about copyright, fair use of media and creative commons, the aesthetics of the site, and navigation paths. Children understand how to be a respectful and responsible user of technology online. Building on: Y4, A1, The Internet, Y6, A1, Communication and Collaboration and Y5, A1, Systems and Searching	Variables Children explore the concept of variables in programming through games in Scratch. Children find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. Building on: Y6 S1, Selection in Quizzes	Spreadsheets Children learn about spreadsheets. They learn about organising data into columns and rows to create their own data set. Children learn the importance of formatting data to support calculations. Children learn how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Children will use spreadsheets to plan an event and answer questions. Building on: Y5, Sp2, Flat-File Databases	3D Modelling Children will develop their knowledge and understanding of using a computer to produce 3D models. They familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They learn to create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Building on: some aspects of Y5,S2, Vector Drawing	Sensing This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. Building on: Y6 Sp1,Variables
History	How have Brits fought for their rights over time? Women's suffrage Environmental activism Building on: Year 1, Summer 1		How have Brits fought for their rights over time? Workers' rights LGBTQ+ rights Building on: Year 4, Spring 1 Leading to: N/A		How have Brits fought for their rights over time? Racial equality in the workplace Equality in society Building on: Year 3, Autumn 1 Leading to: N/A	

	Leading to: N/A Educational visit/Experience: visit to local landmarks such as the suffragette mural at The Lord Morpeth. Rationale: This unit focuses on the fight for women’s suffrage and extent of continuity and change during this period. It then traces the legacies of the methods and approaches to contemporary environmental movements and activism. This unit is an opportunity for local history and highlights several significant turning points in British history. It focuses on changes in social and cultural history. It is a study over time tracing how several aspects of national history are reflected in the locality. Pupils are taught about changes within living memory to reveal aspects of change in national life. As well, this unit extends pupils’ chronological understanding beyond 1066. Develops the concept of democracy and rights.		Educational visit/Experience: n/a Rationale: This unit focuses on the miners’ strike of the 1980s and the impact this had on their everyday lives. It covers the support the miners received from the LGBTQ+ community and traces the ongoing activism within the community for societal change. Pupils are taught about changes within living memory to reveal aspects of change in national life. As well, this unit extends pupils’ chronological understanding beyond 1066. Develops the concept of democracy and rights.		Educational visit/Experience: London Museum Docklands Rationale: This unit focuses on the Bristol Bus Boycott and the Black Lives Matter Movement to trace the longstanding history of the fight against racial discrimination and prejudice in Britain. Pupils are taught about changes within living memory to reveal aspects of change in national life. As well, this unit extends pupils’ chronological understanding beyond 1066. Develops the concept of democracy and rights.	
Geography		Should we stop mining natural resources? Distribution of energy, food minerals and water Building on: Year 1 Autumn 2, Year 3 Autumn 2, Year 5 Autumn 2 Leading to: Year 6 Spring and Summer 2 Rationale: The environment		How has The Thames shaped London? Physical features of a river, Inc. recap of the water cycle, Identify changes over time, compare ordnance survey maps from now and the 70s Educational visit: River trip to Thames barrier Building on: Year 2 Autumn 2, Year 4 Spring and Summer 2, Year 5 Autumn 2, Year 5 Summer 2, Year 6 Autumn 2 Leading to: Year 6 Summer 2 Revisiting rivers and linking more to human knowledge, local case study of the Docklands Rationale: Revisiting rivers and linking more to human knowledge, local case study of the Docklands		Cities on the sea - how successful are they? Comparing Belfast and New York, thinking about trade, economy Building on: Year 5 Autumn 2, Year 1 Spring 2, Year 3 Autumn 2, Year 4 Summer 2, Year 5 Spring 2, Year 6 All Rationale: Brings together much learning from the school and provides a KS3 style essay question to lead them into secondary school thinking. By the end of year 6, all children will have learnt about a place in Wales, Scotland and Northern Ireland. NC study of a place in North America. Rationale: Brings together much learning from the school and provides a KS3 style essay question to lead them into secondary school thinking. By the end of year 6, all children will have learnt about a place in Wales, Scotland and Northern Ireland. NC study of a place in North America.
RE	How do people express their faith through the arts in Christianity? Trip/Experience: Art Galleries Tate Britain, National Gallery Building on: Year 3 and Year 4 Leading to: Year 6 Rationale: Learn some of the ways in which music, art and drama are used to express aspects of faith	What qualities are important to present day religious leaders? Trip/Experience: Buddhist temple local religious leader Building on: Year 3, Year4, and Year 5 Leading to: year 6 Rationale: Explore the role of at least three different religious leaders in the local community	What do people believe about life after death? Building on: Year 3 and Year 5 Leading to: Year 6 and KS3 Rationale: Learn about and from what different religions and worldviews believe about the purpose and end of life.	What happened on the first Easter Sunday? Building on: Year 3, Year 4 , and Year 5 Leading to: Year 6 Rationale: To look at different accounts of the resurrection stories found in the gospels in the New Testament, and explore what took place.	What similarities and differences do religions share? Building on: Year 3, Year 4, and Year 5 Leading to: Year 6 Rationale: Explore the differences and similarities within Christianity, Islam and 2 other religions or world views	How could we design a celebration that involved everyone, whether religious or not? Trip/Experience: Muslim or Christian faith visitor Building on: Year 3, Year 4, and year 5 Leading to: Rationale: To think philosophically and sociologically about why human beings want to celebrate and have an inner need to do so.

Art	Artist: Anish Kapoor Art Strands: Sculpture Trip/Experience: look at The Orbit from the terrace Building on: Year 3 Summer 1, Year 4 Autumn 1 Leading to: KS3 Rationale: Anish Kapoor is introduced as a local artist in South London. This unit explores the relationship between form and space in sculptures and installations and the artist's use of colour and contrasting materials.		Artist: Zaha Hadid Art Strands: Architecture Trip/Experience: Visit to Olympic aquatic centre (Stratford) Building on: Year 3 Autumn 2 DT structures Leading to: KS3 Rationale: Zaha Hadid is introduced as an architect who has designs exploring her architectural designs, particularly her use of curves and fluid forms, and then creating art inspired by her work.		Artist: George Seurat and Gakonga Art Strands: Drawing, Painting Trip/Experience: N/A Building on: All drawing and painting units Leading to: KS3 Rationale: This unit revisits key concepts of colour theory by studying the works of George Seurat and the African artist Gakonga. By exploring techniques like Seurat's pointillism, children apply their knowledge of colour mixing to create their own artwork inspired by these artists.	
DT		Food technology Can I design and make a new pasta shape and healthy sauce for our school lunch? pasta sauce recipe Building on: Early years healthy eating, Year 1 Healthy soup, Year 2 healthy pizza, year 3 Healthy sandwich, Year 4 Savoury quiche Year 5 seasonality savoury muffins Leading to: KS3 Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Rationale: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		Food technology Can I create a sustainable food dish with the lowest food mileage? Food- pasta sauce recipe Building on: Early years healthy eating, Year 1 Healthy soup, Year 2 healthy pizza, year 3 Healthy sandwich, Year 4 Savoury quiche Year 5 seasonality savoury muffins, Year 6 Leading to: KS3 cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Rationale: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed		Electrical systems How can I use my knowledge of electrical circuits to create a motorised buggy? Building on from Year 1 Summer 2 moving buggy, year 4 Electrical circuit (night light) Rationale: Develop critical understanding of how circuits work and apply electrical components to create a moving product. (Hepp DT)
PSHE	Being Me in My world Building on: Y5 Establishment week – getting to know children, going through rules and behaviour and expectations. Learning what it means to be a global citizen. Outcome: class charter	Celebrating difference Is there such a thing as ‘normal’? Building on: Y5 Understanding different people’s lives and their experiences. Looking at how you can have a disability but still be empowered. Thinking about bullying and the power balance.	Dreams and goals How can we reach our goals? Building on: Y5 Understanding our own strengths and how these can help us reach our goals. Thinking about problems around the world and how we can fundraise to help.	Healthy Me How can we understand our own mental health and what makes us feel good? Building on Y5: Understanding immunisations, drugs and their different uses, what exploitation means, why people might join gangs and what causes stress and how to stay emotionally well.	Relationships Why is it so important to take care of our mental health? Building on Y5: Understanding grief and loss, mental health and when people are trying to have power and control over us. Thinking about when it is important to know whether something is safe, and why it is so important to use technology safely and positively.	Changing Me What is puberty? Building on: Y5 Understanding about self -image, real self and ideal self, how the male and female body changes during puberty, understand conception (non-statutory/children can be withdrawn from this lesson),transition to secondary school.
French	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 Building on:	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 France Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France. Building on:	French Pen Pals Using knowledge from the phase to write and video call with a school in France.

	year 5 summer 1	Building on: year 6 autumn 1	Building on: year 5 summer 2	Building on: year 5 summer 1	year 5 summer 2	
PE	Fitness Tennis	Badminton Dodgeball	Tag Rugby Dance	Gymnastics Cricket	Football Rounders	Athletics OAA
Music	How do we identify the music of WW2? Listening: Popular songs of 1940s Performing: Singing songs in two or more secure parts from memory or notation, with accuracy, fluency, control and expression. Experience: Performing a medley of songs to an audience Building on: Y5 Aut 1 Leading to: Y6 Sum 2 Rationale: Songs can reflect a period of history and communal experience.	Can we explore Classical Theme and Variation music? Listening: Young Person's Guide to The Orchestra, Benjamin Britten (Theme by Purcell) Composing/Performing: A theme and variation. Experience: Performing Christmas Songs in a Show to parents Building on: Y5 Aut 2 Leading to: Y6 Sum 1 Rationale: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Can we compose and record Popular theme music? Listening: Popular TV and film themes eg Doctor Who Composing/Performing: Using Classroom Instruments and Keyboards to create a piece. Experience: Evaluating the effectiveness of their own and other's pieces. Building on: Y2 Aut 2 Leading to: Y6 Spring 2 Rationale: To understand different musical features in a variety of film /TV contexts.	Can we use music technology to remix our Sci Fi themes? Listening: Each other's compositions. Composing/Performing: Using Garageband to loop and remix a piece. Experience: Learning to further manipulate music technology. Building on: Y6 Spring 1 and Y5 Sum 1 Leading to: KS3 Music Rationale: To be able to confidently use music technology.	Can we compose and perform a song/Rap with a message? Listening: Gimme Hope Joanna, Eddie Grant, Something Inside So Strong , Labi Siffre. Composing/Performing: Creating a rap with a sung chorus to a rhythmic backing track. Experience: Performing their songs to an audience Building on: Y3 Aut 1 Leading to: KS3 Music Rationale: Using verse and chorus structures in their own pieces	Can you perform in a musical? Listening: Excerpts from musicals eg 'Matilda', 'Oliver' and 'Lion King' Performing: Perform in time with their groups ensuring smooth transitions between spoken dialogue, singing and dancing. Experience: to perform a show to parents and children. Building on: Y6 Aut 1 Leading to: KS3 Music Rationale: Explain what musical theatre is and be able to recall features of this kind of music