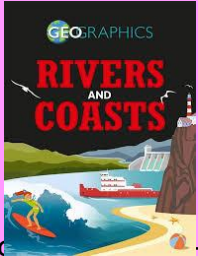
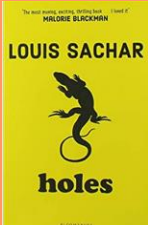
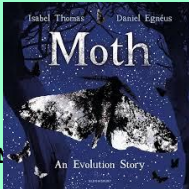
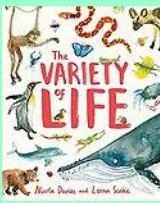




YEAR 6 CURRICULUM MAP 2026-2027

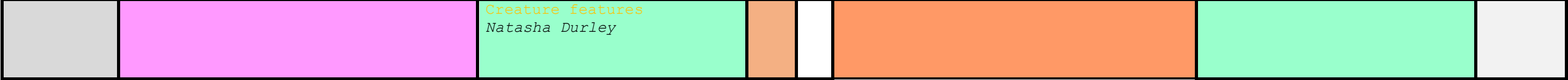
	Week 1 Wed 02.09.26	Week 2 07.09.26	Week 3 14.09.26	Week 4 21.09.26	Week 5 28.09.26	Week 6 05.10.26	Week 7 12.10.26	Week 8 19. 10.26		Week 1 02.11.26	Week 2 09.11.26 Start 1:1s for assessment week	Week 3 16.11.26 Assessment week	Week 4 23.11.26 Progress week	Week 5 30.11.26 Progress week	Week 6 07.12.26 Provision	Week 7 14.12.26	
AUTUMN TERM (ex. History sticky starters)	Geography - Rivers				Poetry week with art focus - Packaging	Science - Living things and Evolution			Half term (26.10.26-30.10. 26)	Narrative - Holes			Science - Electricity			Christma s (21.12.26- 01.01.27)	
Main curriculum areas	- Where the UK is located, and name and locate a range of cities and counties, using locational terminology up to the eight points of a compass. - Locate and describe which county they live in and where this is in relation to other counties as well describing some human and physical features of that county. - Name and locate some rivers which run through the county in which they live and significant UK rivers. - Explain the main events in the water cycle. - Describe the place in which the source of a river is found. - List features of the upper, middle and lower course of a river. - Describe how water erodes a riverbank and how deposition changes the shape of a river. - List some ways that rivers are used. - Describe what a dam is and the location of one major dam. - Give at least two reasons why dams are built including advantages and benefits of building a dam as well as the disadvantages and risks of building a dam. - Use the index in an atlas to find UK and world rivers. - Plan and carry out a fieldwork investigation in a rural area using appropriate techniques.					<u>Evolution</u> - 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. Enquiry question: How has evolution affected animals (evaluate) <u>TAPS</u> - using secondary sources - Fossil hunters - 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.				<u>Reading and writing = Holes</u> setting/character description, characterising speech (dialogue) and diary writing - Plan their writing to suit audience and purpose using models and researching their own ideas - Select and use appropriate grammar and vocabulary - Edit and evaluate their work			<u>Electricity</u> - associate the brightness of a lamp or the volume of a buzzer with the number and - voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the - brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram. <u>TAPS</u> - Plan enquiry - bulb brightness				

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			Enquiry question: How are microorganisms affected by their environment (set up enquiry) <u>TAPS</u> - Predictions - Yeast				
Educational visits/ experiences	Trip to Stanley Head - following the flow of a river.						
Voting Machine							
Writing opportunities	1:1 edit to take place Write a persuasive letter - link to rivers		Scientific writing		Setting description Alternative ending with characterising speech	Scientific writing	
Key text	 - Rivers and Coasts				 Louis Sachar	 J. Thomas	
Grammar foci							
Computing							
Art							
D.T.					DT - (textiles) - to create a stocking for Christmas. <u>Taught through weekly lessons</u> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams • Select from and use a wider range of tools and equipment to perform practical tasks accurately • Select from and use a wide range of materials according to their functional properties and aesthetic qualities • Evaluate their ideas and products against their own design criteria to improve their work.		
RE	Christianity Unit - Creation/Fall - Creation and Science: Conflicting or complementary?				Thematic Unit - What does it mean to be Humanist in Britain today?		
Reading for pleasure	 Alex Evelyn	 Nicole Davies and Lorna Scobie					



YEAR 6 CURRICULUM MAP 2026-2027

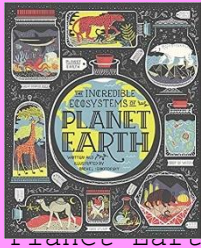




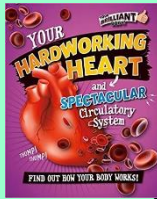
YEAR 6 CURRICULUM MAP 2026-2027

	Week 1 04.01.27	Week 2 11.01.27	Week 3 18.01.27	Week 4 25.01.27	Week 5 01.02.27	Week 6 08.02.27		Week 1 22.02.27	Week 2 01.03.27 Start 1:1s for assessment week	Week 3 08.03.27 Assessment week	Week 4 15.03.27 Progress week	Week 5 22.03.27 (4 days) Progress week	
SPRING TERM (ex. Geography sticky starters)	History - Vikings			Geography - Biomes			Half term (15.02.27-19.02.27)	Poetry week with art focus - Chairs	Narrative - Frankenstein				Easter (26.03.27-09.04.27)
Main curriculum areas	Enquiry question: <u>Vikings- Raids and battles</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.			<u>Biomes</u> - Locate the world’s seven continents and five oceans. - Locate North America, South America and Europe in relation to the Poles and the Equator. - Locate Europe and some of its countries including Russia. - Explain what a biome is. - Identify the different biomes in Russia and describe how the environment and landscape vary between Russia’s biomes. - Explain why vegetation changes according to latitude and altitude. - Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. - Give direction instruction using the eight points of a compass. - Recognise that contours show height and describe height and slope from a map. - Sketch maps of areas using symbols, a key and a scale. - Use digital maps to research factual information about features. - Present data collected in a range of charts and graphs, justifying their choice of presentation and drawing conclusions.					<u>Reading and writing - Frankenstein</u> setting/character description, narrative writing, characterising speech (dialogue) - Plan their writing to suit audience and purpose using models and researching their own ideas - Select and use appropriate grammar and vocabulary - Edit and evaluate their work				
Educational visits/ experiences	Yorvik			Yorkshire Wildlife Park									
Voting Machine													
Writing opportunities	Discussion			Non-chronological report					Setting description Story with alternative ending with characterising speech Diary - Justine				

YEAR 6 CURRICULUM MAP 2026-2027

Key text						Frankenstein Mary Shelley	
Grammar foci							
Computing							
Art							
D.T.	<u>Construction</u> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams • Select from and use a wider range of tools and equipment to perform practical tasks accurately • Select from and use a wide range of materials according to their functional properties and aesthetic qualities Evaluate their ideas and products against their own design criteria to improve their work.						
RE	Chrisitianity unit - What would Jesus do?				Christianity - What difference does the resserectuon do?		
Reading for pleasure			able eco-systems of Planet Earth				

YEAR 6 CURRICULUM MAP 2026-2027

	Week 1 12.04.27	Week 2 19.04.27	Week 3 26.04.27 Week 4 03.05.27 (Bank holiday Monday) Week 5 10.05.27 (SATS week)	Week 6 17.05.27 Week 7 24.05.27 (2 days)		Week 1 07.06.27	Week 2 14.06.27 Start 1:1s for assessment week	Week 3 21.06.27 Assessment week	Week 4 28.06.27 7 Prog week	Week 5 05.07.27 Prog week	Week 6 12.07. 27 Provision (Friday=INSET)	Week 7 19.07.27 (4 days)			
SUMMER TERM (ex. Science sticky starters)	Science - Light		Revision	SATS Week	Science - The Heart	Half term 26.05.27-04.06.27	History - WWII		Poetry week with art focus - Zines	Narrative - When the Sky falls		Transition History/Value Locality study with Pride			
Main curriculum areas	<u>Light</u> - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - 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 - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.				<u>The heart</u> - 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. <u>TAPS</u> - Plan and carry out enquiry - heart rate		Enquiry question: WWII - A study, aspect or theme in British history that extends pupils chronological knowledge beyond 1066.			<u>Reading and writing - When the Sky Falls</u> setting/character description, letter writing, discussion and diary writing - Plan their writing to suit audience and purpose using models and researching their own ideas - Select and use appropriate grammar and vocabulary - Edit and evaluate their work		A local heritage study How Tunstall was affected by WWII - War memorial - John Baskeyfield - Research			
Educational visits/experiences					Possible Heart dissection workshop										
Voting Machine															
Writing opportunities					Keeping healthy leaflet										
Key text	 Your Hardworking heart and spectacular circulatory system											 When the Sky Falls By Phil Earle			



YEAR 6 CURRICULUM MAP 2026-2027

Grammar foci									
Computing									
Art									
D.T.									
RE									
Reading for pleasure									

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