

**CURRICULUM MATRIX YEAR 6**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Topic	Super Steam		Mayan Gold		Keeping busy			
History	<p><b><u>Significant turning points in British History</u></b> <b><u>The first railways – 1825</u></b></p> <p>What was life like in Britain before the coming of the railways? Difference between the rural and the town? Why was coal mining important in the development of the first railways? What were canals and how did the coming of the railways impact on the canal business? What was the industrial revolution? Who were George Stephenson and Timothy Hackworth and why were they important? Why was the Stockton to Darlington line important? What was the Rainhill Trails? What was it like to be at the Rainhill Trails? Who were the navvies and why were they important? What was Rocket? Where were the railway lines built and why? How did life change for ordinary people after the railways were built?</p>		<p><b><u>Mayan civilisation AD 900</u></b></p> <p>What do Mayan artefacts tell us about the civilisation? Who were the Ancient Mayans and where in the world did they live? What were the main Mayan cities and where were they? What was the difference in the lives of the slaves, farmers and nobles? What were Mayan houses like? What did the Mayans eat? What did the Mayans wear? How did the Mayans communicate? What were the codices? What was a Mayan warrior and what did they do? What did the Mayans believe in? Who was Frank Catherwood and why was he important? What was Chitzenitza and why is it important? What did the Mayans achieve? What happened to the Mayans?</p>		<p><b><u>Leisure and entertainment in the 20<sup>th</sup> century</u></b> Holidays in the 20<sup>th</sup> – seaside hols in Britain to package holidays to Spain to jumbo jets to Florida locations. Who went on holiday in 1900? What did the beach look like? How did they get to Scarborough? What activities did they do? Why were people able to go to Spain in the 1970s? How were people able to go to Florida and what did they do there? How is the American holiday different from the British holiday and how did holidays change?</p> <p>What toys did children play with over the 20th century? How did the materials used to make a toy change?</p> <p>What did people do for leisure in the 20<sup>th</sup> century? Theatre, early cinema, TVs in the home, the coming of recordable TV with VCRs and then DVDs.</p>			
Subject content	<p>Develop a chronologically secure knowledge and understanding of British and world history. Establish a clear narrative within and across Britain – 1825-1941 Note connections, contrasts and trends over time. Develop the appropriate use of historical terms – empire. Regularly address and devise historical questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Use a range of sources.</p>							
Geography	<p>Link to directions of the new railways – Stockton to Darlington and Liverpool to Manchester. 8 compass points – N, NE, E, SE, S, SW, W, NW 4&amp;6 figure grid ref – Railways and where they are in the country Ordnance survey maps – for railways Symbols and keys of UK and wider work Fieldwork – railways. Where would you build a railway – chn. need to look at land use, rivers, hills, valleys, bogs etc.</p>				<p>Desert and rainforest biomes in Mexico Vegetation belts in Mexico Economic activity – tourism on the Yucatan peninsula Significances between UK and North America Longitude and latitude</p>		<p>Name and locate counties, cities and geographical regions of UK linked to holiday destinations as the tourism industry developed. Identifying human and physical characteristics of key holiday destinations – Scarborough (local), Spain (Europe), Florida (North America)</p>	

<p>Art and Design</p>	<p>Drawing – copying steam engines using black pens. Learning about perspectival drawing. cloud patterns steam engines work on perspective with rails going back</p> <p>Painting of train tracks going into the distance with landscape.</p>	<p><u>Drawing</u> – draw figures moving.</p> <p><u>Sculpture</u> Work with clay - rolling out Cutting with tools Creating shaping over an object Using slip to attach Use cross-hatching to join two edges together. Use tools to add detail Outcome Design and make a Mayan coil pot designing it with pictures of what we do today.</p>	<p><u>Drawing</u> – Drawing animals</p> <p><u>Colour work - Outcome</u> Create an exhibition for members of the public to view large scale work based on the work of Norvel Morriseau.</p>
<p>Science</p>	<p><b><u>Electricity – circuits Development</u></b> Link brightness of bulbs and volume of buzzers with voltage of cells. 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. <b><u>Starting point</u></b> Identify and name bulbs, cells, wires, switches and buzzers. Identify whether a circuit will work or not. Know about a simple series circuit and how a switch works. Know about conductors in a simple circuit.</p> <p>Make a railways quiz board based on a simple circuit.</p> <p><b><u>Light</u></b> 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.</p>	<p><b><u>Living things and their habitats.</u></b> <b><u>Animals including humans</u></b> 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. Find out about the work of Carl Linneus Classification systems and keys for animals and plants in desert/jungle/ocean areas in and around Mexico.</p> <p><b><u>Evolution and inheritance – The work of Charles Darwin</u></b> Recognise that living things have changed over time</p>	<p><b><u>Health And lifestyles</u></b> Identify and name the main parts of the human circulatory system. Describe the functions of the heart, blood vessels and blood. Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. 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>

		<p>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 kin, but normally offspring vary and are not identical to their parents – breeds of dogs, cross breeds</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution – animals and plants in rainforest/desert biomes and ocean habitats. Look at advantages and disadvantages – two feet or 4, long or short beak.</p>	
Texts	<p>The Railway Children – Edith Nesbitt</p> <p>The night mail – WH Auden</p> <p>NF – George Stephenson (Christine Moorcroft)</p>	Charlie and the chocolate factory	<p>The Indian in the Cupboard – Lynne Read Banks</p> <p>The Giant's Necklace – Michael Morpurgo</p>
English Writing	<p>1.Non-fiction Autobiography.– George Stephenson /Timothy Hackworth)</p> <p>Outcome - 'expert' biography entries for the George Stephenson /Timothy Hackworth museum - 3 wks</p> <p>2. F/NF- Eye witness at the opening of the Liverpool to Manchester line. 3 (non-chron report)</p> <p>outcome – put together a book of eye-witness accounts.</p> <p>3 - Poetry – classic/narrative poetry based on the Night mail(WH Auden)/View from a carriage window ( RL Stephenson)</p> <p>Create own poem about the Stockton to Darlington Railway and the men who built it.</p> <p>Outcome - Perform in a poetry recital. 2 wks</p> <p>4. Discussion</p>	<p><b><u>Fictional writing</u></b> Narrative – various writing outcomes based on Charlie and the Chocolate Factory.</p> <p><b><u>Non fictional writing</u></b> Travel report/ Journalistic writing - From American Travel writer – John Stephens and English artist Frederick Catherwood. 3 weeks</p> <p>Explanation writing – How to live like a Mayan 3 weeks (Horrible histories) Persuasive writing – chocolate adverts. Invent and market a new</p>	<p>NF - Discussion text – Gaming at home v active sport – discuss. The great debate 2 weeks.</p> <p>NF - Non-chronological reports about the different games, hobbies and sports over the 20<sup>th</sup> C for a magazine article– Keeping Busy in the past. 2 weeks</p> <p>NF instructional writing – write a how to booklet for different classes. What did children play in the past? (Instructions</p>

	<p>Public debate about the coming of the railways and how there were differing views from the industrialists and the landowners and the canal owners. Outcome – Article for a national newspaper of the time. 2-3 weeks.</p> <p>5. Persuasive writing Advertising the Rainhill Trials. Create an advert to invite the engineers to produce a locomotive to take part in the Rainhill Trials</p> <p>Outcome – persuasive poster and leaflet. 2 weeks</p>	<p>chocolate bar for the Mayans. Non-chronological report – Animals that can be found in the jungle around Chitzenitza Report writing – from bean to bar – the story of chocolate.</p>	<p>appropriate to the audience and purpose).</p> <p>Narrative – ghost story based on a holiday taken – 4 weeks</p> <p>Persuasive writing – Work for Thomas Cook to produce a variety of travel adverts for holidays over the 20<sup>th</sup> century (from seaside holidays to package holidays to Spain).</p> <p>Narrative writing – various outcomes based on The Indian in the Cupboard.</p>
Computing	<p><b><u>We are merchandisers.</u></b></p> <p>Buy and sell stock for a shop in a train museum. Model trains Train pencils etc. Complete a spread sheet of items with different prices and amounts.</p> <p>Collecting, analysing and evaluating data and information. Create a data collection form and enter data from these accurately. Know how to check for and spot inaccurate data. Know which formulas to use when I want to change my spread sheet model. Make graphs from the calculations on my spread sheet. DL</p>	<p><b><u>E- safety (2 weeks)</u></b></p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ES</p> <p><b><u>We are game developers</u></b> computer science – programming Design, write and debug programmes that accomplish specific goals including controlling or simulating physical systems. solve problems by decomposing them into smaller parts - CS use sequence, selection,</p>	<p><b><u>We are web developers – information technology.</u></b></p> <ul style="list-style-type: none"> <li>understand computer networks including the internet ; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. IT</li> </ul> <p>We are publishers – make a gaming /exercise magazine.</p> <p>digital literacy</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design</p>

		<p>and repetition in programs; work with variables and various forms of input and output- CS</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs – CS</p>	<p>and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information DL</p>
<p>Languages</p>	<p><u>Lesson 1-10</u>          Develop an understanding of Spain and its culture.          Share previous language learning and cultural knowledge of Spain and Spanish.          To be able to meet and greet people in Spanish          To be able to spell words using the Spanish alphabet.          To be able to count to 21 in Spanish.          To be able to say how old you are.          To learn the days of the week and months of the year in Spanish          To be able to say what there is in your bag.          To be able to use 'un' and una.          To be able to use plurals unos unas.</p>	<p>Lesson 11-20          To be able to describe your classroom.          To be able to use el, la, los, las (the definite article 'the').          To be able to say what you like and dislike          To be able to talk about hobbies.          To be able to say what colours things are.          To use adjectives.          To be able to talk about animals.          To be able to use a dictionary.</p>	<p>Lessons 21-30          To be able to talk about your family.          Using mi and mis          To be able to say where you live.          To be able to use pequeño/a and grande.          To be able to say what you eat and drink.          To be able to order in a Spanish café.          To be able to talk about nationalities and countries.          To understand the term conjugate          To be able to use the verb estar (to be).          To be able to use the verb vivir,          To be able to use the verb comer,          To be able to use the verb hablar,          To be able to talk about the weather.          To explore rhyming and syllables.          To pull together our learning in a longer written text.          To revise what we have learnt so far and complete an <b>assessment</b>.</p>

<p>PE</p> <p>NZ website – fundamenta l skills</p> <p>Top Cards</p>	<p>Gymnastics – develop flexibility, strength, technique, control and balance. Outwitting opponents – tag rugby and basketball</p>			<p>Dance – perform dances using a range of movement patterns – linked to music and entertainment HAL training - aerobic training for cross country – circuit training. Building stamina and developing breathing. Athletics – running, jumping, throwing and catching in isolation and in combination. Leadership – linked to striking and fielding.</p>	<p>Outdoor adventure HAL – Zumba/aerobics Outwitting opponents – tennis Leadership</p>	
<p>Music</p> <p><a href="http://www.musicalcontexs.co.uk/musicusermusic1">http://www.musicalcontexs.co.uk/musicusermusic1</a></p>	<p>The Victorians – Exploring the street callers and music hall artists of Victorian England Focus – rhythm, timbre and dynamics, melody and harmony.</p> <p>Focus music – The French Can Can polka - The Infernal Galop by (Jaques Offenbach)</p> <p>Sing – The Victorian Inventions Song</p>			<p>Cyclic patterns</p> <p>Develop an understanding of the history of music, including composers from different cultures – Mexico Mariachi bands</p> <p>Sing cultural songs from Mexico</p> <p>The Cowboy Song Mexican Wave Crackers Maraccas</p>	<p>Perform in solo and ensembles Music in entertainment in the 20<sup>th</sup> C – Elvis (50s), The Beatles (60s) Punk (70s), New Romantics (80s), Brit Pop (90s).</p> <p>Singing - songs connected to fitness - <a href="http://www.songsforteaching.com/healthsongs.htm">http://www.songsforteaching.com/healthsongs.htm</a></p>	
<p>Subject content</p>	<p>Play and perform in solo and ensemble contexts using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes. Use pitch, tempo, dynamics, duration, timbre, texture and structure Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high quality live and recorded music drawn from different tradition and from great composers and musicians. Develop an understanding of the history of music.</p>					
<p>Design and Technology</p>	<p>Material/structures Jinx modelling a steam engine with a carriage. Make a locomotive with; A cam linked to steam A linkage system A flickering light at the front</p>			<p>Design and make a presentation bag with a flap and a button for closing using applique for a hot chocolate drink. Create own pattern. Make the bag drawstring.</p>		<p>Cooking savoury dishes for a healthy and varied diet. Cooking a healthy meal for a family camping holiday in the UK.</p>

	<p>Purpose - Enter an engine for the Rainhill Trials. Design spec – the locomotive needs to be;</p> <ol style="list-style-type: none"> <li>1) Fast</li> <li>2) Needs to have a carriage that can carry something.</li> <li>3)strong – mustn't fall apart</li> </ol>				
Subject content	<p><b>Design</b> – research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups. Develop, model and communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD.</p> <p><b>Make</b> – use a wide range of materials and components. Use a wider range of tools and equipment accurately.</p> <p><b>Evaluate</b> – evaluate their ideas against their own design criteria and consider the views of others to improve their work.</p> <p><b>Technical knowledge</b> Know how to stiffen, strengthen and reinforce complex structures. Understand and use mechanical systems – linkages Understand and use electrical systems in products – series circuits with switches, bulbs, buzzers and motors.</p>	<p><b>Design</b> – research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups. Develop, model and communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD.</p> <p><b>Make</b> – use a wide range of materials and components. Use a wider range of tools and equipment accurately.</p> <p><b>Evaluate</b> – evaluate their ideas against their own design criteria and consider the views of others to improve their work.</p> <p><b>Technical knowledge</b> Know how to stiffen, strengthen and reinforce complex structures. Understand and use mechanical systems – cams <b>Evaluate</b> – investigate and analyse a range of presentation bags and boxes. Evaluate their ideas against their own design criteria and consider the views of others to improve their work.</p>	<p>Understand and apply the principles of a healthy diet to prepare dishes. 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.</p>		
Thinking skills	<p>Making a locomotive for the Rainhill Trials Working out where to build a railway in anticipation of the Rainhill Trials Making an electrical game to play at the Rainhill Trials – link to the street traders from the music curriculum.</p>	<p>Create an orienteering course Create an interactive Mayan game Create a drawstring bag for Mayan Chocolate</p>	<p>Developing a lifestyle programme that incorporates fitness, diet and health.  Creating a healthy meal for a camping holiday</p>		
Forest school	See Forest School Matrix				