Year 6 Creative Curriculum Map	Our Local Area	Autumn Term

Driver Subject	**Geography** **Our Local Area**	• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of 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 • 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 • 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
Cross Curricular Subjects	**History** **Rebuilding Britain – Since WW2**	• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Science **Evolution & Inheritance**	• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments • 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
	Art **Drawing**	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [eg. pencil, charcoal, paint, clay] • about great artists, architects and designers in history.
Other Subjects	**RE**	Liturgy/Beatitudes/Christmas Today
	Computing	App Planning/Managers Project/E-safety
	PSHE	Jigsaw Scheme Being Me in My World/Celebrating Difference
	Music	Charanga Scheme Livin' on a Prayer/ Benjamin Britten – New Year Carol
	PE	Dance/Games
	MFL (Spanish)	La Jolie Ronde Scheme Classroom Routines/Clothes/ Occupations/Spanish Christmas Traditions & Songs

Year 6 Creative Curriculum Map		Vikings Ahoy!	Spring Term
Driver Subject	**History** **Vikings vs Anglo-Saxons**	• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
Cross Curricular Subjects	**Science** **Classifying Organisms**	• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics	
	Art **Printing**	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
	DT **Mechanisms**	• investigate and analyse a range of existing products • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • select/use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	
Other Subjects	**RE**	Being a Buddhist/The Anglican Church/Easter Hope	
	Computing	Market Researcher/Interface Designer/E-safety	
	PSHE	Jigsaw Scheme Dreams and Goals/Healthy Me	
	Music	Charanga Scheme Classroom Jazz 2/ Fresh Prince of Bel Air	
	PE	Gymnastics/Dance	
	MFL (Spanish)	La Jolie Ronde Scheme Phrases & Adjectives/ Nouns & Adjectives/Repetition Requests/Alphabet	

Year 6 Creative Curriculum Map	Lights, Camera, Action!	Summer Term

Driver Subject	**Science** **Seeing Light** **Changing Circuits**	• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • 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 • 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
Cross Curricular Subjects	**Geography** **Contrasting Area of Britain**	• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • 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.
	Art **Painting**	• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • about great artists, architects and designers in history
	DT **Food**	• 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 • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Other Subjects	**RE**	Faith in Croydon/Transition Unit – Who Decides?
	Computing	App Developer/Publishing/E-safety
	PSHE	Jigsaw Scheme Relationships/Changing Me
	Music	Charanga Scheme Make You Feel my Love/ Reflect, Rewind and Replay
	PE	Gymnastics/Athletics
	MFL (Spanish)	La Jolie Ronde Scheme Days, Months, Travel & Transport/ Holiday Plans/Presentations