Potten End Church of England Primary School

Curriculum Map 2026-2027

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Take One Book (1 week) Night of the Gargoyles/The Mysteries of Harris Burdick – Narrative (3 weeks) Planetarium – Non Fiction Explanation (3 weeks) Wisp – Narrative (2 weeks) Talking History – Persuasion (3 weeks)		Arthur Spiderwick's Field Guide to the Fantastic World Around You (3 weeks) Texts linked to dialogue (2 weeks) Texts linked to a balanced argument (1 week) Survivors – Biography (2 weeks)		I have the right (advocacy campaign – 3 weeks) Skellig – Narrative – 2 weeks Be the change – poetry – 1 week Blogs – 2 weeks Macbeth – Narrative – 3 weeks	
Maths	Number and Place Value Addition, Subtraction, Multiplication and Division Multiplication/Division and Measures Fractions / Decimals / Percentages Properties of Shape		Algebra Multiplication/Division and Measures Angles/Reflection/Translation Fractions/Decimals/Percentages Ratio and Proportion Volume and Measures Line graphs and pie charts		Algebra & Sequences Mean Application of known facts & calculation strategies	Post SATs – Pie charts Further algebra Financial Maths KS3 preparation
Topic History and Geography	**Geography** <u>Why does population change?</u> Investigating why certain parts of the world are more populated	**History:** <u>What can the census tell us about local areas?</u> Investigating local histories from the Victorian to the	**History** <u>What was the impact of World War 2 on the people of Britain?</u> Investigating the causes and consequences of	**Geography** <u>Where does our energy come from?</u> Learning about renewable and non-renewable energy sources, where they come from and their	**History** <u>Unheard histories: Who should go on the £10 banknote?</u> Investigating why historical figures are on banknotes and learning about the	**Geography** <u>Can I carry out an independent fieldwork enquiry?</u> Observing, measuring, recording and presenting their own fieldwork study of

	than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts. Lesson 5 involves fieldwork.	inter-war period, children explore census records. They learn about the census, its purpose and its changes over time. Children suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.	the events leading to World War 2; learning from oral histories about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the usefulness of different sources to answer an enquiry question.	impact on society, the economy and the environment. Lesson 5 involves fieldwork.	criteria for historical significance.	the local area. Lesson 4 involves fieldwork.
Computing	Networks & Graphing	Blogging & 3D Modelling	Coding, Introduction to Python		Spreadsheets	Data Detectives & Binary
RE	<u>Why does religion look different around the world? (Part 1)</u> Building on comparisons about the origins of the Abrahamic religions, children consider how culture, tradition, migration and interpretation can affect how some religious practices are observed.	<u>Why does religion look different around the world? (Part 2)</u> Building on their learning from part 1, children consider the influence of culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions.	<u>Why is it better to be there in person?</u> Thinking back to learning about prayer and worship, children find out about significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people.	<u>Why is there suffering? (Part 1)</u> Using critical thinking skills to consider their own and others' ideas and beliefs about why there is suffering in the world.	<u>Why is there suffering? (Part 2)</u> Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through scripture, quotes and images.	<u>What place does religion have in our world today?</u> Thinking about their own worldview and the religious make-up of their class, children use census data and digital mapping to explore what it can suggest about religion and what its limits are.

Science	Light	Electricity	Evolution and Inheritance		Living things and their habitats Classifying living things	Animals including Humans Circulatory System
	• To recognise that light appears to travel in straight lines • To 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 • To 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 • To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	• To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • To 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 • To use recognised symbols when representing a simple circuit in a diagram	• To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution		• To 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 • To give reasons for classifying plants and animals based on specific characteristics	• To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • To describe the ways in which nutrients and water are transported within animals, including humans
Art & Design	Art	D&T	Art	D&T	Art	D&T

	2D drawing to 3D making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	Food Technology Come Dine with Me Learning about the basic tastes and complementary flavour	Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait	The Digital World To take a design brief to design a product to deliver to the brief and then use 3D CAD design software to develop a finished 3D model of their product. s	Shadow Puppets Explore how traditional and contemporary artists use cutouts for artistic affect. Adapt their techniques to make your own shadow puppets.	Automata Toys Develop a functional automata window display exploring different cam shapes and making design choices that impact the final product.
Music	Film Music	Theme and variations (Pop Art)	Songs of World War 2		Composing and performing a leavers song	
MFL - French	Je me présente Presenting myself	Ma famille My family	La date The date	As-tu un animal ? Do you have a pet?	Chez moi My home?	
PSHCE - Jigsaw	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

PE	Fundamentals develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination	Gymnastics	Dance	Hand ball	Athletics	Cricket
	Tag Rugby	Netball	Football	Basketball	Tennis	Rounders