












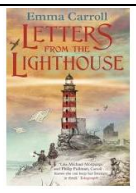


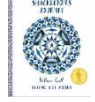


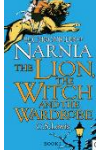



**Year 6 – Philip Pullman**  
**Curriculum Map 2021-2022**

<p><b>Vision statement</b> Churchwood is an academy where everyone can:</p> <ul style="list-style-type: none"> <li>• achieve their own personal excellence</li> <li>• have high expectations and the confidence to reach their goals</li> <li>• develop spiritually, morally and culturally</li> <li>• support each other and works together as a team</li> <li>• celebrate achievements with each other.</li> </ul>			<p><b>School Motto</b> At Churchwood Everyone Can</p>			
<p><b>Curriculum Intent</b> At Churchwood Primary Academy our high quality and ambitious curriculum provides breadth and balance that meets the needs of all our pupils. It is designed to give all learners the skills, knowledge and understanding to prepare them for their future lives. We seek to create happy, motivated, independent learners within a stimulating, creative and challenging learning environment, where children develop high self-esteem, a positive self-image and a pride in themselves. Through high quality teaching and learning and varied first hand experiences our children develop knowledge and skills giving them the ability to be:</p> <ul style="list-style-type: none"> <li>· Respectful</li> <li>· Empathetic</li> <li>· Ambitious</li> <li>· Resilient</li> <li>· Independent</li> <li>· Co-operative</li> </ul>			<p><b>Core Values</b> At Churchwood Primary Academy our curriculum is driven by our core values of ambition, co-operation, respect, resilience, empathy and independence.</p> 			
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Stunning Start, Marvellous Middle and Fantastic Finish						
Stunning Start	WW2 scavenger hunt		Woodland experience		Who am I?	
Marvellous Middle	Residential Trip to Bowles		Aspiration Focus		Democracy day	
Fantastic Finish	Imperial War Museum		Exhibition		Leavers Assembly	
Coverage						
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
						
Topic	<p><b>Sirens Sound</b></p> 		<p><b>Let's explore...</b></p> 		<p><b>This is me</b></p> 	
Reading and Writing Genres	<p>Author Study</p> <p>Non-chronological reports</p> <p>Diary recount</p>	<p>Stories in historical settings</p> <p>Poetry</p> <p>Newspaper reports</p>	<p>Suspense stories</p> <p>Poetry-exploration</p> <p>Biographies</p>	<p>Persuasive writing</p>	<p>Portal stories</p>	<p>Performance poetry</p> <p>Non-chronological report</p> <p>Persuasive texts</p>
Core text/s	  		  		 	

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<p>Science</p> <p>Substantive knowledge Disciplinary knowledge</p>	<p><b>Physics – Light</b></p> <p>Knowledge that light appears to travel in straight lines.</p> <p>Knowledge that objects are seen because they give out or reflect light into the eye.</p> <p>Knowledge that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes. Children recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p> <p>Knowledge of the main parts of the eye (sclera, cornea, pupil, iris, lens, retina, optic nerve).</p> <p>Knowledge that because light travels in straight lines shadows are the same shape as the object that cast them. Children plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Children report and present 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. Children identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><b>Physics – Electricity</b></p> <p>Knowledge of the relationship between the brightness of a lamp or the volume of a buzzer and the number and voltage of the cells in the circuit. Children plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Children explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions' more systematically. Children select the most appropriate ways to answer science questions using different scientific enquiry. Observing and measuring, pattern seeking Children take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. Investigating Children use test results to make predictions to set up further comparative and fair tests. Children recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Children suggest improvements to their method and give reasons. Children decide when it is appropriate to do a fair test.</p>	<p><b>Biology – Living things and their habitats</b></p> <p>Knowledge of how living things (including micro-organisms, plants and animals) are classified into broad groups according to common observable characteristics (based on similarities and differences). Children identify patterns that might be found in the natural environment. Children record data and results of increasing complexity using scientific diagrams and labels, classification keys.</p> <p>Knowledge of reasons for classifying plants and animals based on specific characteristics. Children use and develop keys and other information records to identify, classify and describe living things and materials. Children record data and results of increasing complexity using scientific diagrams and labels, classification keys.</p> <p>Knowledge that Carl Linnaeus was a pioneer of classification.</p> <p>Knowledge of some of Carl Linnaeus' work on classification.</p>	<p><b>Biology – Animals including humans</b></p> <p>Knowledge of the main parts of human circulatory system. Children recognise which secondary sources will be most useful to research their ideas.</p> <p>Knowledge of the functions of the heart, blood vessels and blood within the body. Children report and present findings from enquiries. Children recognise which secondary sources will be most useful to research their ideas.</p> <p>Knowledge of the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Children make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. Children choose the most appropriate equipment and explain how to use it accurately. Children interpret data and find patterns. Children select equipment independently. Children make a set of observations and say what the interval and range are. Children take accurate and precise measurements – g, kg, mm, cm, mins, seconds, km/h, m per sec, m/sec Children use bar graphs, line graphs and pie charts. Recording and reporting findings Children report and present findings from enquiries. Children use their results to identify</p>	<p><b>Biology – Evolution and inheritance</b></p> <p>Knowledge that living things have changed over time. Knowledge that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Knowledge that living things produce offspring of the same kind. Knowledge that offspring usually vary and are not identical to their parents. Children look for different causal relationships in their data and identify evidence that refutes or supports their ideas. Children separate opinion from fact.</p> <p>Knowledge of how animals and plants are adapted to suit their environment.</p> <p>Knowledge that adaptation may lead to evolution.</p> <p>Knowledge of when Charles Darwin and Alfred Wallace lived. Knowledge of the key scientific work of Charles Darwin and Alfred Wallace. Children recognise scientific ideas change and develop over time. Children recognise which secondary sources will be most useful to research their ideas.</p>
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		<p>Recording and reporting findings Children record data and results of increasing complexity using scientific diagrams and labels, tables and bar and line graphs. Children decide how to record data from a choice of familiar approaches. Children choose how best to Present data.</p> <p>Knowledge of the symbols used when representing a simple circuit as a diagram. Children draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. Children use test results to make predictions to set up further comparative and fair tests. Children use test results to make predictions to set up further comparative and fair tests. Children recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Children suggest improvements to their method and give reasons. Children decide when it is appropriate to do a fair test.</p> <p>Recording and reporting findings Children record data and results of increasing complexity using scientific diagrams and labels, tables and bar and line graphs. Children decide how to record</p>		<p>when further tests and observations are needed. Children draw conclusions and identify scientific evidence. Children use simple models. Children know evidence proves a scientific point. Children use test results to make predictions to set up further comparative and fair tests.</p> <p>Knowledge of the ways in which nutrients and water are transported within animals, including humans. Children report and present findings from enquiries.</p>	
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		data from a choice of familiar approaches. Children choose how best to present data.			
Key scientists	Patricia Bath Ibn al-Haytham	Nikola Tesla Edith Clarke	Carl Linnaeus	Leonardo Da Vinci Dr. Katherine Dobb	Charles Darwin Alfred Wallace
History	<p style="text-align: center;"><b>The Battle of Britain</b></p> <p style="text-align: center;"><i>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (impact of WW2, Battle of Britain)</i></p> <p><b>Substantive knowledge</b>            Knowledge that World War 2 was between 1939 and 1945.            Knowledge that the war was across the world (the countries involved).            Knowledge that the UK and France declared war on Germany when Adolf Hitler invaded Poland in September 1939.            Knowledge of who the axis and allied powers were.             Knowledge of how life in Britain and Europe changed during World War 2.            Knowledge that Germany defeated France in 1940.            Knowledge that Hitler planned to invade Britain.             Knowledge that the Battle of Britain was a military campaign during World War 2 (in 1940).            Knowledge that during the Battle of Britain, British forces defended the UK against large-scale attacks from Germany's air force.             Knowledge of how the Battle of Britain effected London.            Knowledge that the UK's military campaign during the Battle of Britain prevented Hitler from invading the UK.             Knowledge of the lives of significant individuals during World War 2 (Winston Churchill /Anne Frank).             Knowledge that World War 2 ended on 8<sup>th</sup> May 1945 and this day is celebrated as VE day (Victory in Europe).             Knowledge that the National Health Service (NHS) was founded in July 1948.            Knowledge that this was the first time health care (hospitals, doctors, nurses, pharmacists, opticians and dentists) were free for people to use.            Knowledge that following World War 2 there were shortages in labour.            Knowledge that following World War 2 many areas needed to be rebuilt and this required workers.            Knowledge that in order to meet these labour needs people came from commonwealth countries to work in the UK.             Knowledge of the tensions and difficulties that surrounded immigrants working in the UK.</p> <p><b>Disciplinary knowledge</b>            Children learn about World War2, The Battle of Britain and Britain post World War 2 through different sources of <b>evidence</b>. They learn about the <b>bias</b> that may be evident in different sources (ally and axis propaganda).Pupils learn about the <b>historical significance</b> of</p>				

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	WW2 and the Battle of Britain. They identify <b>patterns</b> linked to other periods of history studied (eg. invasion, power).			
Geography		<p style="text-align: center;"><b>South America</b></p> <p style="text-align: center;"><i>Study of similarities and differences between an area of the UK and a region within South America</i></p> <p><b>Substantive knowledge</b> Knowledge of the location of the continent of South America and the names and location of countries within South America.</p> <p>Knowledge of the location and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Knowledge of the location of the River Amazon and that it flows from its source in the west (Andes Mountains in Peru) to the Atlantic Ocean of Brazil in the east.</p> <p>Knowledge of the key aspects of the water cycle and the part rivers have to play in this. Knowledge of key features of rivers, including source, tributaries, meanders, mouth, estuary, delta and floodplain.</p> <p>Knowledge of how human geography (settlement, land use, trade links) are influenced by rivers.</p> <p>Knowledge of the location and importance of the Amazon rainforest. Knowledge of the climate and biome (plants and animals) of the Amazon rainforest.</p> <p>Knowledge of the layers of the rainforest (emergent layer, canopy layer, understory layer and forest floor). Knowledge of what deforestation is and why it is happening. Knowledge of the impact of deforestation.</p> <p>Knowledge of the similarities and differences between South America and the UK.</p> <p><b>Disciplinary knowledge</b></p> <p><b>Mapwork</b> Children use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Children use six-figure grid references. Children use symbols and keys to build their knowledge of the wider world.</p> <p><b>Analyse data</b> Children analyse weather / climate data to compare locations and look at environmental changes over time. Children analyse data relating to environmental issues (deforestation, land use etc ), identify patterns and make predictions about the future.</p>		
Art and Design	<p><b>Collage (photo montage)</b> Knowledge of the work of James Montgomery Flagg (political posters).</p>		<p><b>Sculpture</b> Knowledge of the animals, plants and flowers in the Amazon rainforest.</p>	<p><b>Drawing and Painting (identity)</b> Knowledge of how to use different techniques,</p>

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	<p>Knowledge of World War 2 propaganda from allied and axis countries.</p> <p>Knowledge of the purpose of propaganda posters during World War 2.</p> <p>Knowledge of key imagery used in propaganda (e.g. aircraft, key political figures, soldiers, tanks).</p> <p>Knowledge of the technique of photo montage.</p> <p>Knowledge of how to use digital technology to create photomontage.</p>			<p>Knowledge of artists who were inspired by the rainforest and how their work portrays this- John Dyer, Henri Rousseau.</p> <p>Knowledge of how to create a 3D structure of a rainforest using modelling materials such as modrock, newspaper and wire.</p> <p>Knowledge of how to join parts of a sculpture.</p>		<p>colours and textures when designing and making pieces of work and explain his or her choices.</p> <p>Knowledge of how to adapt their work according to their views and describe how they might develop it further.</p> <p>Knowledge of how to develop an awareness of composition, scale and proportion in their work.</p> <p>Knowledge of the artwork of Faith Ringgold.</p> <p>Knowledge of how Faith Ringgold shows elements of her identity through her artwork and stories.</p> <p>Knowledge of how other artists show elements of identity through portraits (e.g. Frieda Kahlo, Andy Warhol, Pablo Picasso).</p> <p>Knowledge of how colour and texture can be used to express identity.</p> <p>Knowledge of how symbols and icons are used to express identity.</p> <p>Knowledge how to effectively combined media to create a piece of artwork.</p>
<p>Design Technology</p>		<p><b>Programming Evaluate</b> Knowledge of how Alan Turing developed early computer systems. Knowledge of how Alan Turing's work on code cracking during World War 2 played a crucial part in the allies defeating the axis powers.</p> <p><b>Technical knowledge</b> Knowledge of how computers</p>	<p><b>Structure - shelters Design</b> Knowledge that research is used to develop design criteria and inform designs of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals.</p> <p>Knowledge that ideas can be communicated through cross-</p>		<p><b>Gears and Pulleys Design</b> Knowledge that research is used to develop design criteria and inform designs of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals.</p> <p>Knowledge of the best method to use to generate, develop, model</p>	

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		<p>and computer programs are used in a variety of products.</p> <p>Knowledge of how computer scientists made computers easier to use over time.</p> <p>Knowledge of how and why microcontrollers are used to control electronic programmes.</p> <p><b>Design / Make</b> Knowledge of ways to design computer programs using prototypes and computer aided design.</p>	<p>sectional diagrams and computer aided design.</p> <p><b>Technical knowledge</b> Knowledge of techniques used to join and combine materials and components to reinforce structures.</p> <p>Knowledge of appropriate fabrics to use for a shelter (strong, waterproof, windproof).</p> <p><b>Make/Evaluate</b> Knowledge of ways to fulfil design criteria. Knowledge of ways to evaluate products, including collecting views of others.</p>		<p>and communicate ideas in a range of circumstances.</p> <p><b>Technical knowledge</b> Knowledge that gears are wheels with teeth that slot together. Knowledge that pulleys are made by looping a rope over one or more wheels. Knowledge that pulleys are often used to move heavy objects. Know of a range of products that use gears and pulleys.</p> <p>Knowledge of how electrical motors can be used to create rotating parts.</p> <p><b>Make / Evaluate</b> Knowledge of ways to create a strong structure that can incorporate gears and / or pulleys.</p> <p>Knowledge of ways to evaluate products for purpose, aesthetics and how they might be improved.</p>	
Key artists / designers	James Montgomery Flagg	Alan Turing		John Dyer and Henri Rousseau		Faith Ringgold
PSHE	<p><b>Being me in my world</b> Knowledge of my goals for this year, understand my fears and worries about the future and knowledge of appropriate ways to express them.</p> <p>Knowledge of ways to make others feel welcome and valued.</p> <p>Knowledge that there are universal rights for all children but for many children these rights are not met Knowledge of my own wants and needs and how these compare with children in different communities.</p>	<p><b>Celebrating difference</b> Knowledge that there are different perceptions about what normal means. Knowledge of how having a disability could affect someone's life.</p> <p>Knowledge of the ways in which one person or a group can have power over another. Knowledge of how it can feel to be excluded or treated badly by being different in some way.</p> <p>Knowledge of some of the reasons why people use bullying behaviours.</p>	<p><b>Dreams and goals</b> Knowledge of my learning strengths and how to set challenging but realistic goals for myself.</p> <p>Knowledge of why it is important to stretch the boundaries of my current learning. Knowledge of the learning steps I need to take to reach my goal. Knowledge of ways to motivate myself to work on meeting my goals.</p> <p>Knowledge of what success criteria are and how they help us to know whether we have reached our goal.</p>	<p><b>Healthy Me</b> Knowledge of the impact of food on the body, e.g. creating energy, giving comfort and altering mood.</p> <p>Knowledge of different types of drugs and their uses and their effects on the body particularly the liver and heart.</p> <p>Knowledge of situations when alcohol is being used responsibly, anti-socially or being misused.</p> <p>Knowledge of basic emergency first aid procedures (e.g. the recovery position). Knowledge of how to get help</p>	<p><b>Relationships</b> Knowledge of who the most significant people to be in my life so far are. Knowledge of how it feels to have people in my life that are special to me.</p> <p>Knowledge of some of the feelings we can have when someone dies or leaves. Knowledge of some strategies to manage feelings associated with loss. Knowledge that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>Knowledge of situations where</p>	<p><b>Changing me</b> Knowledge of how girls' and boys' bodies change during puberty. Knowledge of the importance of looking after yourself physically and emotionally.</p> <p>Knowledge of how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Knowledge of how being physically attracted to someone changes the nature of the relationship. Knowledge of the growing independence of becoming a teenager and</p>

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	<p>Knowledge that my actions affect other people locally and globally.</p> <p>Knowledge of how rewards and consequences feel and knowledge of how these relate to my rights and responsibilities. Knowledge of how an individual's behaviour can impact on a group.</p> <p>Knowledge of how democracy and having a voice benefits the school community.</p>	<p>Knowledge of a range of strategies in managing feelings in bullying situations and for problem solving.</p> <p>Knowledge of examples of people with disabilities who lead amazing lives.</p> <p>Knowledge of ways in which difference can be a source of conflict and a cause for celebration.</p>	<p>Knowledge of problems in the world that concern me. Knowledge of the emotions I experience when I consider people in the world who are suffering or living in difficult situations.</p> <p>Knowledge of ways I can work with other people to help make the world a better place.</p> <p>Knowledge of what some other people like or admire about me.</p>	<p>in emergency situations. Knowledge of how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen.</p> <p>Knowledge of how I feel when I am stressed and the triggers that cause stress.</p> <p>Knowledge of how stress can cause alcohol misuse.</p> <p>Knowledge of different strategies to manage stress and pressure.</p>	<p>people try to gain power or control. Knowledge of ways I could stand up for myself and my friends in situations where others are trying to gain power or control. Knowledge of how technology can be used to try to gain power or control.</p> <p>Knowledge of strategies to prevent people gaining power or control.</p> <p>Knowledge of how to use technology positively and safely to communicate with my friends and family.</p>	<p>ways to cope with this.</p> <p>Knowledge of the changes that will happen when transitioning to secondary school.</p> <p>Knowledge of ways to prepare myself emotionally for starting secondary school.</p> <p><b>Rights and responsibilities</b> Knowledge of rights and responsibilities for children and adults. Knowledge of the Children's Act and what it entails.</p> <p>Knowledge of democracy. Knowledge of the fight for democracy for women and black people. Knowledge of how people vote.</p> <p>Knowledge of what equality and equity mean.</p>
RE East Sussex Agreed Syllabus 2022	<b>U2.11 Why do some people believe in God and some people not?</b>	<b>U2.2 Creation and science: conflicting or complementary ?</b>	<b>U2.7 Why do Hindus want to be good?</b>	<b>U2.5 What do Christians believe Jesus did to 'save' people?</b>	<b>U2.6 For Christians, what kind of king is Jesus?</b>	<b>U2.12 How does faith help people when life gets hard?</b>
French	<p><b>Numbers and Days</b> Knowledge of days of the week in French.</p> <p>Knowledge of numbers from 0-31 in French.</p>	<p><b>Months and Birthdays</b> Knowledge of months of the year in French.</p> <p>Knowledge of how to ask somebody when their birthday is in French.</p> <p>Knowledge of how to say when your birthday is in French.</p> <p>Knowledge of how to wish somebody happy birthday in French.</p> <p>Knowledge of some birthday songs in French.</p>	<p><b>Today</b> Knowledge of how to ask what the day is today in French.</p> <p>Knowledge of how to say what the date is in French.</p> <p>Knowledge of traditional French festivals.</p>	<p><b>Weather</b> Knowledge of different weather vocabulary in French.</p> <p>Knowledge of how to ask what the weather is like and respond in French.</p> <p>Knowledge of Claude Monet and his work.</p> <p>Knowledge of the Kite festival in Calais.</p> <p><b>Key person: Claude Monet</b></p>	<p><b>Places</b> Knowledge of the words town and countryside in French.</p> <p>Knowledge of how to ask where somebody lives and respond in French.</p> <p>Knowledge of the location of key towns / cities in France.</p> <p>Knowledge of some key characteristics of towns / cities in France</p>	<p><b>Places in town</b> Knowledge of key town landmarks or buildings in French.</p> <p>Knowledge of how to ask what something is in French.</p> <p>Knowledge of some key aspects of everyday life in France.</p>
Music Charanga Scheme	<b>Happy</b> Pop/Motown	<b>Classroom Jazz 2</b> Jazz, Latin, Blues	<b>Benjamin Britten - A New Year Carol</b> Benjamin Britten (Western Classical Music), Gospel, Bhanga.	<b>You've Got A Friend</b> The Music of Carole King	<b>Music and Me</b> Contemporary, music and identity	<b>Reflect, Rewind and Replay</b> Western Classical Music and your choice from Year 6



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Computing Purple Mash	<b>Unit 6.2 Online safety</b> 2 sessions  <b>Unit 6.3 Spreadsheets</b> 5 sessions	<b>Unit 6.1 Coding</b> 6 sessions  <b>Revisit online safety during anti-bullying week</b>	<b>Unit 6.4 Blogging</b> 4 sessions  <b>Unit 6.6 Networks</b> 3 sessions	<b>Unit 6.8 Understanding Binary</b> 4 sessions  <b>Unit 6.5 Text Adventures</b> 5 sessions	<b>Unit 6.9 Spreadsheets (with Microsoft Excel or Google Sheets)</b> 8 sessions	<b>Unit 6.7 Quizzing</b> 6 sessions
PE Twinkl scheme	<b>OAA</b>  <b>Gymnastics:</b> Movement	<b>Dance</b> Led by Funk Fusion Fitness  <b>Invasion games</b>	<b>Invasion games:</b> Netball  <b>Circuit training</b>	<b>Net and Wall games:</b> Volleyball  <b>Gymnastics:</b> Rivers and Mountains	<b>Striking and fielding games</b>  <b>Dance:</b> Dance through the decades	<b>Athletics</b>  <b>Leadership in PE</b>