



Newington Green and Rotherfield Primary School Curriculum Map 2025 - 26 - Year 6



	Autumn Term		Spring Term		Summer Term	
	Autumn 1: WW2	Autumn 2: Migration	Spring 1: Tudors	Spring 2: Spain	Summer 1: Women's Equality	Summer 2: Climate Change
Science	Electricity (6 lessons + 1 week of INTO)	Animals including Humans (7 lessons)	Living Things and their Habitats (8 lessons)	Light (5 lessons)	Evolution (7 lessons + 1 week at residential)	Science Week (5 lessons)
Science detail	Within this unit, children build on their learning in Y4 (naming the basic components in a circuit and identifying insulators and conductors.) Children describe whether a circuit is complete or incomplete by referencing the flow of electrons; they build on this by representing simple circuits using recognised symbols. Children collect data accurately, using data loggers, to explore the hypothesis, 'The greater the voltage, the brighter the bulb/louder the buzzer.' They decide on the best way to present their data and analyse this data to draw conclusions – deciding if there is a pattern between the two variables.	During this unit, children build on their learning from Year 2, 3 and 4 on the impact of diet, exercise, drugs and lifestyle on the way the human body functions. Children learn about the circulatory system and describe the functions of the heart, blood vessels and blood. Within this unit, children use Heart Rate Monitors to conduct investigations into heart rate – making comparisons and identifying causal relationships in data. Children identify anomalies in their data, reflecting on its accuracy, before presenting it in the most appropriate way. When considering diet and lifestyle (PSHE link), children reflect on how scientific ideas have changed over time (eg, beliefs about tobacco) and consider the risk factors around drugs. In RSE, they learn about human reproduction.	This unit builds upon the knowledge acquired in Year 2, Year 4, and Year 5 on identifying, classifying and grouping animals. Children explore the different characteristics of living things by researching using secondary sources and making first-hand observations. They split living things into sub-groups (eg, invertebrates into arthropods and arthropods into bees) and classify living things in different ways using Carroll diagrams, Venn diagrams and classification keys. Looking at Carol Linnaeus's classification key, pupils learn about micro-organisms (bacteria, yeast and fungi) and they independently plan, conduct and evaluate their own investigation into mould growth. When drawing conclusions, children evaluate their results considering factors like the accuracy of their measurements.	Children build on their Y3 learning about light. They understand that light travels in straight lines and explain that we see objects when light travels directly to our eyes from a light source or when light is reflected from an object into our eyes. Children apply their understanding to investigations – spotting patterns between distance from a light source and the size of an object's shadow. They also explore periscopes – using their scientific understanding to explain how they work.	Building on learning from Year 2, Year 4 and Year 5 on the reproduction of living things and changes in habitats, children use primary and secondary sources to identify how living things change and have changed over time. With the help of books like Moth, The Molly Bird and The Origin of Species, children delve into inheritance and explore how certain features make plants are animals more likely to survive - in some cases, over a very long time, leading to evolution. Revisiting Year 3 learning on rocks and fossils, children see how scientific ideas on evolution have developed and changed over time in response to new discoveries.	Children work scientifically while exploring the theme for National Science Week.
History & Geography	History - WW2 (4 lessons + 1 trip, 1 in-school workshop and 1 week at INTO)	Geography - Migration (6 lessons in a 7 week half term)	History - Tudors (5 lessons + 1 trip)	Geography - Our European Neighbours - Spain (6 lessons)	History - Women and Equality (5 lessons + 1 week at residential)	Geography - Climate Change (5 lessons) **8 week half term**
History & Geography Detail	Within this unit, children will build on their learning from Y2 (how WW2 affected people within society). Children will learn about the key events of WW2 and recognise that it was an international war. Children will investigate the roles of British citizens during the war and analyse the government's use of propaganda to back the war effort. Through visiting HMS Belfast, children understand how Britain defended their borders during the Battle of Britain. Children reflect on the end of WW2 and form their own opinion on how it has affected life today.	Locational The children will learn to name and locate countries, major cities, and key environmental regions on a world map. They will also explore global climates and understand how geographical features like the equator and hemispheres influence them. Place The children will study migration by exploring why people move from one place to another and the impact this has on populations. They will examine Islington's history as a place of refuge and consider how trade and resources influence movement between places. Physical and Human The children will link climate to human	This unit builds upon the knowledge acquired in Year 2 surrounding monarchs and how change occurs in the succession of Kings and Queens. Children will learn about the reformation and use reliable sources of evidence to help understand the beliefs and attitudes of people during this period. They will investigate the defeat of the Spanish Armada and sequence key events on timelines. Children will reflect on Tudor Crime and Punishment and describe differences and similarities to modern day law. Analysing artefacts from this period, children learn about cultural diversity and exploration during Tudor times.	Locational The children will locate Spain's key geographical features like coasts, mountains, and rivers, and learn how these features can change over time using maps and 6-figure grid references. Place The children will compare a region of Spain with their local area, exploring population data and discussing the similarities and differences between the two places. Human and Physical The children will study Spain's economy with a focus on tourism and how it impacts the region's human and physical geography. Fieldwork The children will collect and analyse information using maps and atlases, express their views, and	Building upon their knowledge of significant women from Y1 and Y2 (Mary Seacole & Florence Nightingale), children investigate why Mary Wollstonecraft was important and use a range of historical sources to understand how she changed Newington Green. Through stories and other archive materials, children learn how men and women have not been treated equally. Children present their ideas and research about The Suffragettes outlining how their movement was significant in the ongoing fight for gender equality.	Locational The children will investigate how climate change affects different parts of the world, focusing on areas prone to natural disasters like flooding in Bangladesh. Place They will explore the impact of global warming on communities and write from the perspective of those affected to deepen understanding of place-based experiences. Physical and Human The children will learn about the causes of global warming and natural disasters, analyse rising CO ₂ levels, and reflect on human responses to climate change by proposing laws to address it.
Computing and ICT	Creating media – Introduction to vector graphics (7 lessons)		Creating media - Video production (6 lessons)		Programming - Sensing movement: Step counter microbit (6 lessons)	
Computing detail	Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. Children will move onto using an app which only uses vector tools. We will also use PowerPoint to experiment with layering and formatting of shapes. PowerPoint will be used in the next project this year.		A movie making project where children make a movie about their time at school. This has been popular in the past few years and we do an award ceremony at the end of the year. My time at school builds directly on Year 4 image editing and adding effects to images. Learners use PowerPoint, the same app they used in term 1 of year 6 so they are already confident editing shapes and with the main interface and tools. Learners will use primary and secondary sources of images. They take their own photos using iPads, they then upload them to a secure shared area where I move files to an area they can access on the laptops so they have experience with cloud storage and file access across different device types. We also learn how to use Teams to upload assignments which many of them will be using in secondary school.		Micro bit has been taught in year 4 using it's block based editor. In this term learners will move onto typing Python text based language but with the familiar interface they have used with the Micro bit. They will build on knowledge of algorithms and iteration in programs.	
Computing Digital literacy	In year 6 we continue exploring the potential dangers of social media and online gaming platforms. We use scenarios and discussions to help explain the correct decisions to make when they encounter a problem online. We will discuss real world examples to explore ways to keep safe online. We cover the advantages of social media when setting up businesses and communicating with friends. Children will learn that "over sharing" or writing some comments online can have real world effect in their future.					
Art and DT	2D Drawing and 3D Making: Drawing and Sketchbook (6 lessons + 1 week at INTO)	Mechanisms and components-Pulley Systems (7 lessons)	Activism: Surface and Colour (6 lessons)	Electrical systems (5 lessons)	Brave Colour: Working in three dimensions (6 lessons)	Food technology-Savoury food product based on a country/region (6 lessons)
Art and DT detail	Moving on from Year 5, Year 6 students begin to represent their drawings in the context of a 3D object. This pathway contains two choices: 1) working towards a piece of sculpture, or 2) working towards graphic design/packaging. Both options allow children to explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3-dimensional object. Along the way, children explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece. The sculptural project additional includes two methods to help build drawing skills: looking at negative space and grid drawing.	Children will investigate difference types of pulley systems and their uses. Childre will draw and experiment with a variety of building materials to make a working pully system. Using this knowledge, they will design a product that contains a working pulley system. They will test, present and evaluate their product.	Children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals. Children learn that artists acting as activists often use print because it allows them to duplicate and distribute their message. They learn that a carefully chosen image can be a powerful way to communicate as is crosses the boundaries of language. Applying skills in a range of media taught in previous years children have a choice of projects: the class can either make posters or zines, using collage, print and drawing.	In this unit children will build on their introduction to electrical systems in year 5. Students will investigate different electrical products and use this research to design an innovative, functional and appealing product that includes a working electrical system. Children will also undertake market research to identify a target market for their product. Finally, children will test, evaluate and present their product.	In this pathway pupils revisit colour and working in 3D. Pupils are enabled to explore colour in a very personal and intuitive way. Taking inspiration from artists who use colour, light and form to create immersive installations, pupils are encouraged to create (propose) their own artwork. They are enabled to imagine "what if...?" and encouraged to share their vision or imagining with others through mock-up artworks and models. Recognising pupils growing ability to articulate their thoughts and understand that we can use art to bring people together through sharing common experiences, such as how our bodies and minds react in certain colourful environments, pupils are empowered to create their own response to simple sculptural challenges. Pupils use sketchbooks throughout to record, test and reflect	Where food comes from is an important component in all lessons previously taught. In this unit, students focus on researching dishes that come from one country/region to design a menu inspired by this country/region. Students will design a recipe that includes a selection of ingredients to make a savoury food product. During this process they will taste a variety of food products and will evaluate the success of their recipes.
PE	Invasion Games - Netball (6 lessons + 1 week at INTO)	Gymnastics (7 lessons)	Dance (6 lessons)	Net and Wall Games - Tennis (5 lessons)	Striking and Fielding - Cricket (6 lessons)	Athletics / OAA (7 lessons)
	Building on knowledge: Leading on from Year 5 pupils apply passing, moving and shooting skills with quality, speed and control. Pupils demonstrate tactical awareness when attacking and defending and take on a range of positions during small sided games.	Building on knowledge: Following on from Year 5 pupils develop their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences.	Building on knowledge: Following on from Year 5 pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics.	Building on knowledge: Following on from Year 5 pupils develop returning the ball using forehand and back hand ground strokes with control and accuracy. Pupils continue to apply tactics to outwit an opponent during small side games	Building on knowledge: Following on from Year 5 pupils confidently take on a range of roles and positions during small sided games. Pupils apply tactics and strategies when batting and fielding selecting and performing the correct techniques.	Building on knowledge: Leading on from Year 5 pupils develop long distance running, sprinting, triple jump, and throwing activities.
	New Learning: Pupils will develop the shooting action from different angles using a range of techniques. Pupils will apply tactics demonstrating an understanding of attacking and defending principles.	New learning: Pupils will develop counter balance and counter tension. Pupils will perform progressions of a headstand and a cartwheel and use flight from hands to travel over apparatus.	New Learning: Pupils will take on a greater ownership and responsibility when choreographing routines as a group selecting, ordering, structuring and performing movements.	New Learning: Pupils develop accuracy of the underarm serve. Pupils select and use the volley when needed.	New learning: Pupils will use the overarm bowling technique during small sided games. Pupils will recognize space and apply batting placement of a ball into that space.	Athletics New learning: Pupils will work collaboratively with a partner to set a steady pace during long distance running. Pupils will develop their own and others sprinting technique. OAA New Learning: In this unit pupils will work as a team to solve problems, share ideas and collaborate with one another. Pupils will develop navigational and map reading skills. In addition pupils will attend school journey where they will take part in a range of outdoor adventurous activities including camping, archery, climbing, obstacle courses plus more.
Spanish	Extra Curricular Activities (6 lessons + 1 week at INTO)	Our Lives (7 lessons)	Travel and Tourism (6 lessons)	Travelling Independently: Finding your way around (5 lessons)	My Spanish Portfolio (6 lessons)	Travelling Independently: Spending Money (7 lessons)
Spanish Detail	Links with prior learning: Children worked with hobby verbs in their infinitive and first person singular, present tense forms in year 5. New Learning: Children build on their Year 5 work about free time to read paragraphs including nouns, verbs and adverbs. They begin to differentiate between first person and third person present tense verbs and compose long sentences about themselves and others, including adverbial phrases. They work with song lyrics to develop their understanding of sound/spelling links. At the end of the half term, they learn facts about Roman rule of Spain from extended text.	Links with prior learning: Children learnt to describe clothes in Year 3 and physical appearance in Year 4. They learnt to tell the time and talk and write about their morning routine in Year 5. In Year 4, they spoke and wrote about what and where they study at school and what they eat and drink there. They began to use some prepositions in Year 4 and learnt behaviour adjectives in Year 3. New Learning: Children build on their prior work communicating about their own physical appearance and their own school lives to speak and write about their classmates. They write longer sentences including multiple clauses and incorporate third person, present tense verbs and adverbial phrases. Finally, at the end of the half term, they learn facts about Arab rule of Spain from extended text.	Links with prior learning: Children learnt weather, points of the compass and months and seasons and country nouns in Year 2. They learnt numbers between Reception and Year 3 and clothes nouns in spoken form in Reception and written forms in Year 3. They formed sentences including (no) tengo (I don't) have) in Year 4. They learnt food nouns in Reception, Year 1 and Year 3. New Learning: Children recall country nouns from Year 2 and learn the names of more countries. They use a past tense verb form to talk and write about the countries they have role played visiting in lessons. They talk and write about what they wear, do, eat and drink on holiday and draft a postcard, including adverbial phrases. They read and show understanding of paragraphs about others' holidays. Finally, they broaden their understanding of the Hispanic world by presenting information about the climate in different Spanish speaking countries	Links with prior learning: Children worked with places in town in Years 2, 3 and 5, animals in Reception, Years 2, 3 and 5. They started hearing weather and seasons vocabulary in Year 2 and worked on weather forecasts in Year 5. They learnt the main points of the compass in Year 2 and worked with the mid points in Year 5. New Learning: Children speak and write about where they go and what they do in town, composing long sentences including adverbial phrases. They learn to ask for and understand directions. They read paragraphs about Hispanic visitors in London. Finally, they expand their understanding of the Hispanic world view by revisiting previous years' work about the animal kingdom and composing their own sentences about it.	Links with prior learning: Children learnt adverbial phrases and present tense, first person forms of free time verbs in Year 5, seeing the third person forms earlier in Year 6. They learnt behaviour choice adjectives in Year 3 and worked with them in Year 4 and earlier in Year 6. Having first met school subject and school place vocabulary in Year 4, they worked with it again earlier in Year 6. They learnt the names of countries in Year 2 and Year 6 and worked with clothes nouns and colours to describe them in Years 3 and 4 and earlier in Y6. New Learning: As all the nouns, adjectives, verbs and adverbs children work with this half term have been met before, children work on producing longer strings of writing. In this unit, they will work across all topics they have studied since the beginning of Year 5, with much of the language recalled from their earliest years. Some communicate many ideas despite grammatical inaccuracy while some children compose short paragraphs including sentences with multiple clauses. Children practise more spontaneous speaking in different role play scenarios to become more confident communicators. Finally, they learn more about the Hispanic world view by learning about the Conquistadors by matching extended written text and digital images.	Links with prior learning: Children learnt food nouns in Reception in spoken form only and then worked with written and spoken forms in Years 3, 4 and 5. They learnt the transactional language for buying food and drink in Year 3 and learnt countries in Years 2 and 6. They learnt compass points in Year 2 and Year 5, clothes in Reception and Year 3 and means of transport in Reception, followed by working with written forms in Years 2 and 4. They learnt about the Solar System in data form in Year 5. New Learning: Children practise the Spanish language they need to support independent travel to Spanish-speaking countries when they are older. They order a meal in a restaurant, buy and ice-cream, negotiate their way around Barcelona and raise their awareness of finance when travelling by practising raising and paying a bill in Euros and cents. Finally, they learn more about the Hispanic world view by learning about the Solar system from extended text.
Music	Gamelan ensemble (6 lessons)		Gamelan ensemble (6 lessons)		Music production- Video game soundtrack (6 lessons)	

Each lesson = 45 mins, debate 30 mins, social skill 30 mins, circle time (after note library sessions) 45 minutes a fortnight	Music detail	Children begin by learning to read and play a four note score as a class ensemble using all our learned instruments. Children learn about and listen to Indonesian Gamelan, and learn to sing, play, clap and read a peice of Gamelan music in two parts with increasing control and fluency. Children continue to increase their vocal skills, and general musicianship by learning new songs and warmups with increased range, leaps and difficulty. Children prepare songs for a Christmas concert and perform to their families and peers.		Children continue to learn about and listen to Indonesian Gamelan, and learn new parts in order to recreate Gamelan music using classroom instruments in four parts with increasing control and fluency. Children add new dynamics, textures and tempos to their peice and learn to improvise their own section of gamelan music. Children continue to increase their vocal skills, and general musicianship by learning new songs and warmups with increased range, leaps and difficulty.		Building on last years music production, Children create an imaginary video game and learn to produce a soundtrack using music production software called YUMU, on charanga. Children are given a login and can access the software for free at home until year 7. Children build on skills in year 5 by using sound effects, editing audio, compose for purpose and arranging into longer more complex structures.	
	RE Unit of Work	Unit 37 Christians and how to live: What would Jesus do? (Gospel) (x6 lessons)	Unit 38 Why do Christians believe that Jesus was the Messiah? (Incarnation) (6 lessons)	Unit 39 Why do Hindus want to be good? (Hinduism) (x6 lessons)	Unit 40 What difference does the resurrection make to Christians? (Salvation) (x6 lessons)	Unit 41 For Christians, what kind of king is Jesus? (Kingdom of God) (x6 lessons)	Unit 42 Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic) (x6 lessons)
	RE detail	In this unit pupils will learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching. They will learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told. Pupils will talk about the meanings of different biblical texts and what they mean for Christians today. They will focus on what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow. Pupils will also spend time discussing how Christian communities today act and how this is based on Jesus' teachings.	In this unit, pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.	Within this unit, pupils will build on their learning about the Hindu worldview and way of life with particular progression from the units on 'what do Hindus believe God is like?' and 'what does it mean to be a Hindu in Britain today?' They will build on their understanding of dhama. Pupils will hear and interpret the story of the man in the well from the Mahabharata. They will investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.	Within this unit, pupils will study the 'big story' of the Bible, explaining the place of incarnation and salvation. They will study accounts of Jesus' death and resurrection comparing their thoughts with the different ways that Christians may interpret these texts. Pupils will spend time researching the connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. They will carefully consider how worship on Good Friday and Easter Sunday may vary, thinking about how Christians put their beliefs into practice in different ways. Pupils will also make links between the resurrection and forgiveness. Pupils will also learn about Christian funerals and how these link to the promise of eternal life because of Jesus' sacrifice on the cross.	* This unit will not be taught. Instead, during spring 2, lessons will be used to complete any unfinished RE units and then to further embed Rights Respecting objectives. In this unit, pupils will find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's kingdom by letting God rule in their hearts. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. Pupils will spend time discussing what the parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live. Pupils will focus on the parable of the great banquet and the parable of the unforgiving servant. They will explore how some Christians interpret these parables as saying that people need to accept the invitation to God's Kingdom and should not get distracted by the temptations of the world, and that forgiveness and mercy is at the heart of what it is to live under God's rule. Pupils will also find out about ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world.	Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units. They will put this in the context of both global and local beliefs. They will examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.
Each lesson = 45 mins, debate 30 mins, social skill 30 mins, circle time (after note library sessions) 45 minutes a fortnight	PSHE/ RSHE unit of work	Mental Health and Emotional Wellbeing Healthy Minds (4 lessons, 1 debate, 1 social skills + 1 week at INTO)	Keeping Safe and Managing - Risk Out and About (4 lessons, 1 debate, 1 social skill + 1 trip)	Drug, Alcohol and Tobacco Education - Weighing Up Risk (3 lessons, 1 social skill)	Identity, Society and Equality - Human Rights (3 lessons, 1 debate)	Relationships and Sex Education - Healthy Relationships (7 lessons, 1 debate, 2 social skills)	
	PSHE/ RSHE detail	Prior learning – children have learnt about a wide range of emotions and feelings and how these are experienced in the body. They have learnt about times of change and the feelings associated with loss, grief and bereavement. This topic children learn what mental health is and what can affect mental health and some ways of dealing with this. They learn about some everyday ways to look after their mental health. New learning: the stigma and discrimination that can surround mental health.	Prior learning – across KS1 and KS2 children have learnt about bullying, online safety, domestic violence and recognise how to report or where to get help from. This topic considers gang related consequences of anti-social behaviour, how to recognise and respond to peer pressure alongside recognising the risks when out and about in the local area. New learning: understand that people can make assumptions about others that might not reflect reality.	Prior learning – children have learnt drugs can be harmful (including medicines). They have learnt about the influences on drug use and how to resist pressure from others to use drugs. This topic children learn about the risks associated with using different drugs including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. They learn about assessing the level of risk in different situations involving drug use. New learning: Managing risk in situations involving drug use. Knowing how and where to get help, advice and support.	Prior learning – children have learnt to value and appreciate the diverse communities which exist and how they connect. They have also learnt how to challenge discrimination. This topic children learn about people who have moved to Islington from other places including the experience of refugees and homelessness. They learn about human rights and the UN Convention on the rights of the child New learning: To be made aware that their rights come with responsibilities.	Prior to being taught, a parent workshop will be held to introduce parents to content and materials of this topic. Prior learning – children have learnt about the human life cycle and the changes that occur during puberty. They have learnt about the importance of personal hygiene and who they can seek support and advice from about their changing body. This topic children learn that puberty is to prepare the body for reproduction. They learn about the values that are important in relationships and value the importance of friendship within a relationship. They learn how a baby is made and grows and the roles and responsibilities of parents. Children learn that contraception can be used to stop a baby from being conceived. Children learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact. New learning – to know that all intimate relationships should be consensual.	
	Educational Visits/Special Events	HMS Belfast + In-School Workshop - The Jewish Museum + INTO University FOCUS week.	Ben Kinsella Workshop	National Portrait Gallery - Tudors Workshop	No Trip - Run up to KS2 SATS	Y6 Residential - Garden Classroom/Cardfields	TBC