



William Gilpin CE VA Primary School

“Start small, think big...”

Oak Curriculum Map

	Autumn		Spring		Summer	
Christian Values	Compassion		Community		Courage	
British Core Values	The rule of law	Democracy	Individual liberty	Mutual respect and tolerance	Individual liberty	Mutual respect and tolerance
Topic	Floodland Coasts and Extreme Weather	Shackleton	Where in the World...? Looking at Global events	Mission to Mars and Beyond Living Things and Space Environments	Where it all Began Stone Age and Iron Age	
Enrichment Opportunities	Speaker from Environment Agency to talk about Flooding.	Visitor from an explorer.	Visitor/Speaker from Amnesty International	Visit to a Planetarium.	New Barn/Maiden Castle Trip or Buckland Rings with St Barbe Museum.	Archaeological dig
Global Awareness	Extreme weather Global warming		Immigration and asylum Impact of natural disasters in other countries and global response.	Looking beyond global boundaries. How people adapt to different environments.	How societies have evolved due to land mass changes.	
English	<i>For further details of the English Curriculum please see the English Long Term Overview.</i>					
Maths	<i>For details of the Maths Curriculum please see the Maths Long Term Overview.</i>					
Science	Living things and their habitats <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and 	Animals including Humans <ul style="list-style-type: none"> Identify and name the main parts of the circulatory system and describe functions of the heart, blood vessels and blood. 	Evolution and Inheritance <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the 	Light <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Use the idea that light travels 	Electricity <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 	Review and Assess

	<p>based on similarities and differences, including micro organisms, plants and animals</p>	<ul style="list-style-type: none"> ▪ Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function. ▪ Describe the ways in which nutrients and water are transported with animals, including humans <p>Y6: Can interpret data and draw conclusions indicating whether these match any prediction made.</p> <p>Y6: Explains the function of the heart, blood vessels and blood.</p>	<p>Earth millions of years ago</p> <ul style="list-style-type: none"> ▪ Recognise that living things produce offspring of the same kind but 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 their evolution 	<p>Y6: Can present results in tables and charts of increasing complexity.</p> <p>Y6: Can explain how air resistance can slow moving objects.</p>	<ul style="list-style-type: none"> ▪ 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. 	
<p>History</p>	<p>Local Study: The role of Lymington River and the Solent through history.</p> <ul style="list-style-type: none"> ▪ A study of an aspect or theme in British history that extends pupil/s chronological knowledge beyond 1066. ▪ a local history study ▪ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Y6: Can use dates and historical vocabulary appropriately when describing events from the past.</p> <p>Y6: Can make links between the different ways in which the past is represented.</p>			<p>Local history study: Buckland Rings</p> <ul style="list-style-type: none"> ▪ We will focus on changes in Britain between the Stone Age and Iron Age. ▪ Iron Age hill forts: tribal kingdoms, farming, art and sculpture ▪ A study of Anglo Saxon invasions, settlements and Kingdoms : place names and village life ▪ changes in Britain from the Stone Age to the Iron Age ▪ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ▪ Bronze Age religion, technology and travel, for example, Stonehenge ▪ Iron Age hill forts: tribal kingdoms, farming, art and culture 		

	<p>Y6: Can build appropriate answers using the correct historical terms when answering questions about the past.</p>				<p>Y6: Can use and compare different sources from the internet to find out about events and people from the past.</p> <p>Y6: Can understand and describe the lifestyle and culture of people from the Stone Age and Iron Age.</p> <p>Y6: Can describe changes in Britain from the Stone Age to the Iron Age.</p>
<p>Geography</p>	<p>We will explore the physical geography of Lymington with a focus on rivers and coasts.</p> <p>How has the forest and the coast been shaped by time?</p> <ul style="list-style-type: none"> ▪ Describe and understand key aspects of rivers and the water cycle ▪ Describe and understand land use, economic activity and distribution of natural resources including minerals and water ▪ Use fieldwork to observe measure and record physical features of rivers including use of sketch maps, plans, graphs and digital technology 	<p>We will explore the geographical context of The Antarctic through Shackleton's Journey.</p> <p>What can we learn from Shackleton?</p> <ul style="list-style-type: none"> ▪ Locate the world's countries. ▪ Concentrate on environmental regions and key physical characteristics ▪ Use 8 points of a compass ▪ Use maps, atlases and globes to locate countries ▪ Identify the significance of latitude and longitude, Northern and Southern Hemisphere and the Antarctic Circle • identify the position and significance of 	<p>We will explore global events such as war, natural disasters and asylum.</p> <p>What causes a global disaster?</p> <ul style="list-style-type: none"> ▪ Identify the world's countries using maps to focus on Europe ▪ Describe and understand key aspects of volcanoes and earthquakes ▪ Human and physical geography ▪ describe and understand key aspects of: ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and <u>earthquakes</u>, and the water cycle 	<p>We will consider Space and Earth as our planet.</p> <p>Where is significant about our planet?</p> <ul style="list-style-type: none"> ▪ Consider the physical geography of Earth : including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquake and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Y6: Can describe and explain the reasons for the earth's climate</p>	<p>We will Focus on Buckland Rings as a local example of an Iron Age Settlement.</p> <p>Where in the world is Buckland Rings?</p> <ul style="list-style-type: none"> ▪ Identify land use patterns and understand how some of these have changed over time. ▪ Describe and understand types of settlement and land use and distribution of food, minerals and water. ▪ Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. ▪ Identify the world's countries using maps to focus on Russia (Wolf Wilder) ▪ 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance

	<ul style="list-style-type: none"> Use 8 points of a compass, 4 and 6 figure grid references, symbols and a key to build knowledge of the United Kingdom Understand geographical similarities and differences through the study of a region of the United Kingdom 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: 	<p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 <p>Y6 Can use the terminology of latitudes, longitudes and hemispheres to explain position and time.</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 <p>Y6: Can use maps, atlases and technology to locate earthquake prone regions in the world.</p> <p>Y6: Describe places where volcanoes and earthquakes are more common and explain why.</p>	<p>linked to its physical geography.</p>	<p>Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Y6: Recognise how physical and human processes cause changes in the environment.</p>
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- *physical geography, including: climate zones, biomes and vegetation belts, **rivers**, mountains, volcanoes and earthquakes, and **the water cycle***

Geographical skills and fieldwork

- *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*
- *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*

Y6: Understand and explain key features of rivers and the water cycle.

Y6: Use geographical equipment to record and measure during fieldwork.

<p style="text-align: center;">Art</p>	<p>Botanical Drawings Lino prints</p> <p>Drawing - use a range of drawing implements to create pattern and texture.</p> <ul style="list-style-type: none"> ▪ <i>to create sketch books to record their observations and use them to review and revisit ideas</i> ▪ <i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i> ▪ <i>taught about great artists, architects and designers in history</i> <p>Y6: Can identify artists who have worked in a similar way to their own.</p>	<p>Drawing Illustrate newspaper articles.</p> <p>Line – make marks & lines with a range of drawing implements.</p> <p>Form & shape Experiment with different grades of pencil to draw different forms and shapes.</p> <p>Apply tone to a drawing in a simple way.</p> <ul style="list-style-type: none"> ▪ <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> 	<ul style="list-style-type: none"> ▪ <i>to create sketch books to record their observations and use them to review and revisit ideas</i> 	<p>Painting/Drawing Close observational drawings of plants – making marks and lines with a range of drawing implements.</p> <p>Colour – use primary colours to make secondary colours. Mix tints and shades.</p> <ul style="list-style-type: none"> ▪ <i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i> ▪ <i>(realism, impressionism, sculpture and abstract imagery)</i> ▪ <i>taught about great artists, architects and designers in history</i> <p>Y6: Can mix and match colours to create atmosphere and light effects.</p>	<p>Painting – Cave/stone paintings -experiment with different effects and textures using a variety of brushes appropriate for the task</p> <p>3D – Clay Stone age jewellery/tools</p> <p>Textiles – Fabric dying</p> <ul style="list-style-type: none"> ▪ <i>to create sketch books to record their observations and use them to review and revisit ideas</i> ▪ <i>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]</i> <p>Y6: Can use different techniques, colours and textures when designing and making a piece of work.</p>
<p style="text-align: center;">D & T</p>	<p>Shackleton Shelter Structures</p> <p>Design</p> <ul style="list-style-type: none"> ▪ <i>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</i> 		<p>Electrical Systems - Make a nightlight for buddies</p> <p>Can make a more complex electrical circuit. (Make)</p>	<p>Food – Campfire Cooking</p> <ul style="list-style-type: none"> ▪ <i>understand and apply the principles of a healthy and varied diet</i> ▪ <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> 	

	<ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 investigate and analyse a range of existing products <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical Knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p>Y6: Can reinforce and strengthen a 3D framework. (Technical knowledge)</p>				<ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p>Y6: Can explain that seasons may affect the food available. (Food and nutrition)</p>
<p>Music</p>	<p>Unit: Journeys (10-11) Musical focus: Performance This unit focuses on songs that can be sung</p>	<p>Unit: Keeping Healthy (9-10) Musical focus: Beat From body popping and gospel-singing skeletons to swimming and</p>		<p>Unit: Solar Systems (9-10) Musical focus: Listening This unit embarks on a musical journey</p>	<p>Unit: Life Cycles (9-10) Musical focus: Structure Explore the human life cycle in this unit</p>

	<p>in different combinations. The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song-cycle performance.</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory <p>Y6: Can use voices to play in a solo or ensemble performance with skill and confidence.</p>	<p>cycling, the children are taken through their paces in this unit, and put together a performance using new musical techniques.</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations 		<p>through the solar system, exploring how our universe inspired composers including Debussy, Holst and George Crumb. The children learn a song, and compose pieces linked to space.</p> <ul style="list-style-type: none"> use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. <p>Y6: Can talk about at least two famous composers and their work.</p>		<p>with music from Brahms, Berio, Liszt and Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations <p>Y6: Can use musical notation with confidence.</p>
<p>Computing</p>	<p>Purple Mash-Coding (Unit 6.1) E-Safety</p>	<p>Purple Mash-Online Safety & Spreadsheets (Unit 6.2, 6.3)</p>	<p>Purple Mash-Blogging (Unit 6.4) E-Safety</p>	<p>Purple Mash-Text Adventures (Unit 6.5) E-Safety</p>	<p>Purple Mash-Networks (Unit 6.6) E-Safety</p>	<p>Purple Mash-Quizzing (Unit 6.7) E-Safety</p>

	<p>Digital Literacy – saving work correctly</p> <ul style="list-style-type: none"> ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that 	<p>E-Safety</p> <p>Digital Literacy – PowerPoint</p> <ul style="list-style-type: none"> ▪ 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 ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ▪ select, use and combine a variety of software (including internet services) on a range of digital 	<p>Digital Literacy – research</p> <ul style="list-style-type: none"> ▪ 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 ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report 	<p>Digital Literacy – spreadsheets</p> <ul style="list-style-type: none"> ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, 	<p>Digital Literacy – typing</p> <ul style="list-style-type: none"> ▪ 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 <p>Y6: Can use ICT to structure, refine and present information in different forms and styles.</p>	<p>Digital Literacy – email</p> <ul style="list-style-type: none"> ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>Y6: Can use software effectively to achieve a desired outcome</p>
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	<p>accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Y6: Is able to sequence a set of instructions by breaking it into smaller parts and identify problems in a program.</p>	<p>devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Y6: Can evaluate their work and effective use of technology.</p>	<p>concerns about content and contact.</p>	<p>analysing, evaluating and presenting data and information</p> <p>Y6: Can use simulations and models to answer questions and to explore patterns and relationships.</p>		
PE/Games	<p>PE Session 1: Invasion Games and Orienteering</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination take part in outdoor and adventurous activity challenges both individually and within a team play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Gymnastics and Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Real PE (Applying Physical Skills)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination <p>Y6: Can effectively transfer skills and</p>	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Swimming</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres 	<p>PE Session 1: Invasion Games and Athletics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: (Health and Fitness)</p>

	<p>PE Session 2: Real PE (Personal and Social)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Y6: Can involve others and motivate others around me to perform better (Personal and Social)</p>		<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>movements from a range of activities and sports (Applying Physical Skills)</p>	<ul style="list-style-type: none"> use a range of strokes effectively perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination
<p>MFL</p>	<p>Places</p> <ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally* and in writing <p>Y6: Can use description to describe a picture.</p>	<p>The Planets</p> <ul style="list-style-type: none"> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <p>Y6: Can name the planets in French.</p>	<p>The Seasons</p> <ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others Write phrases from memory, and adapt these to create new sentences, to express ideas clearly <p>Y6: Use weather phrases to describe a picture.</p> <p>Y6: Can identify an adjective and a noun in a sentence.</p>			

			Y6: Can recognise similarities and differences between English and French structures.			
RE	<p>Community and Umma – Living Difference III</p> <p>In this unit we will focus on the concept of Community and Umma within the Muslim religion.</p> <p>Y6: Is able to explain what the concept of community means to them. (Communicate)</p>	<p>Was Jesus the Messiah? – Understanding Christianity</p> <p>In this unit we will focus on the concept of Incarnation and how this is an important part of Christian beliefs.</p>	<p>Muhammad and the Quran – Living Difference III</p> <p>In this unit we will explore the concept of Islam and Submission through explaining how the Muslim religion involves submission.</p> <p>Y6: Can explain how submission is shown by Muslims and how the Quran helps them to do this. (Evaluate)</p>	<p>What did Jesus do to save human beings? – Understanding Christianity</p> <p>In this unit we will focus on the concept of Resurrection and the importance to Christians.</p> <p>Y6: Can explain the importance resurrection to Christians? (Contextualise)</p>	<p>The five pillars of Islam – Living Difference III</p> <p>In this unit we will explore Islam further and the concepts of Shahadah and Salat within the wider concept of Belief.</p>	<p>Jesus through Art – Living Difference III</p> <p>In this unit we will explore the concepts of Love and Agape through Christians beliefs on love.</p>
PSHE	<p>Heartsmart Get Heartsmart (Year 6 Unit)</p>	<p>Heartsmart Let love in (Year 6 Unit)</p>	<p>Heartsmart Too much Selfie isn't healthy (Year 6 Unit)</p>	<p>Heartsmart Don't Rub it in, rub it out (Year 6 Unit)</p>	<p>Heartsmart Fake is a mistake (Year 6 Unit)</p>	<p>Heartsmart No way through isn't true (Year 6 Unit)</p> <p>Year 6 to complete sex education.</p>