

Driver – History

- Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin
- Know why they were considered an advanced society in relation to that period of time in Europe
- Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).
- Can I plot the Ancient Islamic civilisation on a timeline and compare this with the other Ancient civilisations studied previously, showing how far back in time they truly were compared with each other and with us today?
- Can I study the Ancient Islamic civilisation in depth?
- Do I know about the impact that the Islamic civilization had on the wider world? Can I identify some similarities and differences between life in Baghdad and London in AD 900, explaining why Baghdad was such an important city in the Islamic Empire?
- Can I understand the significance of Muhammed and Abu Bakari and Ali?
- Can I understand why they were considered an advanced society in relation to that period of time in Europe?
- Can I learn about the impact on of early Islamic writing, art, technology, inventions on the wider world and about the different aspects of the House of Wisdom?
- Can I understand what hierarchal life was like for children, men and women both at home and in terms of society and culture?

Computing

- Recognise the importance of protecting passwords
- Know how to create passwords that are hard to guess
- Customise privacy settings for the online services
- Make decisions about information sharing
- Put into practice what the children have learnt about privacy and security
- Identify situations of harassment or bullying online
- Learn specific ways to respond to bullying when you see it
- Learn there are different ways to intervene in a specific situation
- Choose how to respond from options that feel safe and appropriate
- Express feelings and opinions in positive, effective ways
- Respond to negativity in constructive and civil ways
- Make good decisions when choosing how and what to communicate
- Identify situations when it's better to wait to communicate face-to-face
- Recognise that seeking help for oneself or others is a sign of strength
- Be aware of online tools for reporting abuse

Year 6 Curriculum Map – Autumn 1

Why was the Islamic Civilization around AD900 known as the golden age?

Music

- Talk about feelings created by the music.
- Justify a personal opinion with reference to Musical Elements.
- Rehearse and learn songs from memory and/or with notation.
- Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E_b major, D minor and F minor. Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
- Explore improvisation within a major scale, using the notes: C, D, E, F, G, A, B, C, D, E, F, G, A, B, C, D, E, F, G, A, C, D
- Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
- Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.
- Create a simple chord progression.
- Create, rehearse and present a holistic performance for a specific event, for an unknown audience.
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

PSHE

- Know how to set goals for the year ahead
- Understand what fears and worries are
- Know about children's universal rights (United Nations Convention on the Rights of the Child)
- Know about the lives of children in other parts of the world
- Know that personal choices can affect others locally and globally
- Understand that their own choices result in different consequences and rewards
- Understand how democracy and having a voice benefits the school community
- Understand how to contribute towards the democratic process
- Be able to make others feel welcomed and valued
- Know own wants and needs
- Be able to compare their life with the lives of those less fortunate
- Demonstrate empathy and understanding towards others
- Can demonstrate attributes of a positive role model
- Can take positive action to help others
- Be able to contribute towards a group task
- Know what effective group work is
- Know how to regulate my emotions

MFL

- Name the subjects we study in school in French with the correct definite article/determiner.
- Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.
- Start to tell the time by learning how to say time by the hour.
- Say at what time we study certain subjects at school.

Art

- Use framework such as wire and moulds to provide stability and form
- Combine all techniques taught in previous years
- Create original pieces that show a range of influences and styles
- Sketch and give details about the style of notable artists.
- Show how their artist designer /architect has influenced society
- Challenge** Study history of art movements from ancient to modernist

PE

- demonstrate stamina and increase strength
- agree and explain rules to others
- work as a team and communicate a plan lead others in a game situation when the need arises
- combine own work with that of others sequences to specific timings
- develop sequences in a specific style choose own music and style
- plan a route and a series of clues for someone else
- plan with others, taking account of safety and danger
- know which sports they are good at and find out how to improve further
- I have a clear idea of how to develop my own and others work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents

RE

- Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).
- Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).
- Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).
- Present different views on why people believe in God or not, including their own ideas (C1).