

## Buxton Junior School Long-term Curriculum Map Y6 (22-23 Only Due to Prior Coverage)

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Question</b>	What did the Victorians do in Buxton?	Have living things always been the same?	How did the Windrush generation change Britain for the better?	How can components work together?	How have tectonic plates shaped the world?	How can we plan and navigate an orienteering course?
<b>Lead Subject</b>	History	Science	History	Science	Geography	Geography
<b>English</b>	Street Child by Berlie Doherty	Darwin's Dragons by Lindsay Galvin  History VIP: Mary Anning by Kay Barnham	Darwin's Dragons by Lindsay Galvin  Windrush Child by Benjamin Zephaniah (plus poetry)	The Invention of Hugo Cabret by Ryan Selznick	Holes by Louis Sachar  Non Fiction – Nature Unleashed: Volcanoes and Earthquakes	Holes by Louis Sachar  Persuasive writing Film unit - Replay
<b>Maths</b>	Place Value 4 Operations	Fractions Measurement – Converting units	Ratio Algebra Decimals	Fractions, Decimals, Percentage, Area, Perimeter and Volume Statistics	Shape Position and Direction	Themed Projects Consolidation Problem Solving
<b>Science</b>	Light	Evolution and Inheritance	Living Things and Their Habitats: Classification	Electricity Lessons  Animals Including Humans: Circulation		SRE
<b>Geography</b>				Settlements and relationships	Physical processes earthquakes, mountains and volcanoes  Comparison study of North America	Orienteering
<b>History</b> (For 2022-23 only due to previous coverage)	Local History Study - Victorian	Beyond 1066 – Monarchs	Windrush Generation			

PSHE	Money Matters	Drug Education	Being Me	Being Safe	Growing Up Alright Charlie	Changes (Including SRE)
PE	Dance Agility, Balance and coordination (multi-skills)	Dance Football	Gymnastics Fitness Netball	Gymnastics Netball Quicksticks Hockey	Tennis Kwik Cricket Athletics	Rounders Athletics Leadership
Music	Livin' on a Prayer	Benjamin Britten - New Year Carol	Classroom Jazz 2	Fresh Prince of Bel Air	Make you feel my love	Reflect, Rewind and Replay
RE	What does it mean to be a Muslim in Britain today? (Part 2)	What difference does it make to believe in Ahimsa, Grace and / or Ummah?	Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>(please note this unit allows for some whole class or project work that recalls past study)</i>		What do religions say to use when life gets hard? <i>(please note this unit allows for some whole class or project work that recalls past study about being Christian, Hindu etc)</i>	
Computing	Programming A: Variables in Games.	Data and Information: Spreadsheets (Classifying living things)	Computing Systems and Networks: Communication (Link to PSHE Being Me)	Programming B: Sensing (Link to Electricity)	Creating Media: Web Page Creation (Tourist Guides for National Parks)	Creating Media: 3D Modelling (Link to buggies in DT)
Art	Painting and Collage- Pablo Picasso and Patrick Caulfield		Drawing- Frida Kahlo			Printmaking and Textiles- Dale Chihuly
DT		Making Bread (Celebrating Culture and Seasonality)		More Complex Switches	Cams	
French	Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)	Café culture (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay)	Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle*
Wider opportunities & visits	Bikeability National Poetry Day Buxton Victorian Tours Open Centre White Hall Visit	Greek History Van  Black History month	Primary Futures - Windrush		Buxton Crescent Heritage Museum  Wild week	Outdoor Curriculum

