



## St George's Catholic Primary School Curriculum Map – Key Stage 2

*We are learning and growing together as God's family. We will always do our best to love and respect each other as we prepare for our future*

Link Colour Key	Social		Moral	Spiritual		Cultural	
	Term		History	Geography	Science	Modern Foreign Language	Design & Technology
<b>Year 6</b>	<b>Autumn1</b>	<b>Topic</b>	<b>How did WWII Impact our Local Area ?</b>	<b>How is our country changing?</b>	<b>The nature library</b>	<b>Spanish</b>	
		<b>Skills</b>	Gain and deploy a historically grounded understanding of abstract terms.  Make connections, contrasts and trends over time.  Develop the appropriate use of historical terms.  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  A significant turning point in British history, e.g. the Battle of Britain.	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 understand how these aspects have changed over time  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.  Use maps, atlases, globes, digital mapping to locate countries and describe features.	describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals  give reasons for classifying plants and animals based on specific characteristics.	Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.  Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.  Show confidence in reading aloud and in using reference materials.	
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<b>Year 6</b>	<b>Autumn2</b>	<b>Topic</b>	<b>How did WWII Impact our Local Area?</b>	<b>How is our country changing?</b>	<b>Everything changes</b>	<b>Spanish</b>	<b>Printing Textiles</b>
		<b>Skills</b>	<p>Gain and deploy a historically grounded understanding of abstract terms.</p> <p>Make connections, contrasts and trends over time.</p> <p>Develop the appropriate use of historical terms.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A significant turning point in British history, e.g. the Battle of Britain.</p>	<p>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 understand how these aspects have changed over time</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Use maps, atlases, globes, digital mapping to locate countries and describe features.</p>	<p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p>Show confidence in reading aloud and in using reference materials.</p>	
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Year 6	Spring1	Topic		Are we damaging our world?	Evolution and Inheritance	Spanish	Making Smoothies
		Skills		<p>Identify the position and significance of 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>Describe and understand key aspects of the distribution of natural resources including energy, minerals and water.</p> <p>Use maps, atlases and globes to locate countries and describe features studied.</p>	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Use knowledge of grammar to enhance or change the meaning of a phrase.</p> <p>Use dictionaries or glossaries to check words.</p> <p>Refer to recent experiences or future plans, as well as to everyday activities.</p> <p>Include imaginative and adventurous word choices.</p> <p>Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p>	
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<b>Year 6</b>	<b>Spring2</b>	Topic		<b>Are we damaging our world?</b>	<b>Body pump</b>	<b>Spanish</b>	
		Skills		<p>Extend knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Develop use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Use the eight points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world.</p>	<p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p>	<p>Use knowledge of grammar to enhance or change the meaning of a phrase.</p> <p>Use dictionaries or glossaries to check words.</p> <p>Refer to recent experiences or future plans, as well as to everyday activities.</p> <p>Include imaginative and adventurous word choices.</p> <p>Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty)</p>	
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<b>Year 6</b>	<p style="text-align: center;"><b>Summer1</b></p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	<p><b>Topic</b></p> <p style="text-align: center;"><b>The Shang Dynasty of Ancient China (Earliest Civilisations) How has communication changed over time?</b></p>	<p><b>How will our world look in the future?</b></p>	<p><b>Body Health</b></p>	<p><b>Spanish</b></p>	
	<p><b>Skills</b></p> <p>Carry out a study of history that extends their learning beyond 1066.</p> <p>Gain a coherent knowledge and understanding of Britain's past.</p> <p>Continue to develop a chronologically secure knowledge and understanding of World history, establishing clear narratives within and across the periods they study.</p> <p>They should know connections, contrasts and trends over time, developing the appropriate use of historical term.</p> <p>Ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.</p>	<p>Describe and understand key aspects of: –physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle –human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water</p> <p>Learn geographical skills and field work : use maps and symbols to build knowledge of united kingdom</p>	<p style="background-color: #ffff00;">Recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p style="background-color: #ffff00;">Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p style="background-color: #ffff00;">Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Understand the main points and opinions in spoken passages.</p> <p>Give a short prepared talk that includes opinions.</p> <p>Take part in conversations to seek and give information.</p> <p>Refer to recent experiences or future plans, every activities and interests.</p> <p>Vary language and produce extended responses.</p> <p>Be understood with little or no difficulty.</p>		
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Year 6	Summer2	<b>Topic</b>	<b>The Shang Dynasty of Ancient China (Earliest Civilisations)</b>	<b>How will our world look in the future?</b>	<b>Light</b>	<b>Spanish</b>	<b>Creating Staging and Props for a School</b>
		<b>Skills</b>	<p>Devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Describe and understand key aspects of: –physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle –human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water</p> <p>Learn geographical skills and field work : use maps and symbols to build knowledge of united kingdom</p>	<p>Recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p> <p>Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>	<p>Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms</p> <p>Use glue gun with close supervision Cut slots</p> <p>Cut accurately and safely to a marked line</p> <p>Join and combing materials with temporary, fixed or moving joining's</p> <p>Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate</p> <p>Choose an appropriate sheet material for the purpose</p>
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