

Year 6 Curriculum Map: 2025-2026
Identifying Key Skills and NC Coverage within Topics



Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
How would 'A Midsummer Night's Dream' differ in a Caribbean setting?	What makes Britain a diverse and multicultural country?	How do punishments affect crime?	How have pioneers shaped the modern world?	What makes a good habitat?	What were the differences between life in WW1 and WW2?

Subject	National Curriculum Coverage	Topic Links/Ideas
Science These objectives to be covered in all subjects	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Instructions for using this grid:</p> <ol style="list-style-type: none"> Fill in the topic title in the box above Highlight the NC coverage areas in each subject that will be covered in this topic in the chosen colour (<i>keep given colours to aid monitoring</i>) List the key activities / tasks that you will use to teach and develop these skills in this column. Use the subject 'Pitch and expectation' documents to provide individual lesson skill focuses for each of the given NC statements <p>This planning should be skills led rather than activities driven.</p>
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 based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants/animals based on specific characteristics 	
	<ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 	CSI Day

Animals, including humans	<ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	
	<ul style="list-style-type: none"> describe the ways in which nutrients and water are transported within animals, including humans 	
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 Earth millions of years ago 	
	<ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	
	<ul style="list-style-type: none"> identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	
Light	<ul style="list-style-type: none"> recognise that light appears to travel in straight lines 	
	<ul style="list-style-type: none"> 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 	
	<ul style="list-style-type: none"> 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 	
	<ul style="list-style-type: none"> use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	
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 	
	<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 	
	<ul style="list-style-type: none"> use recognised symbols when representing a simple circuit in a diagram 	
Looking after the environment	<ul style="list-style-type: none"> To learn about climate change 	
	<ul style="list-style-type: none"> To explore ways to reduce energy consumption 	
	<ul style="list-style-type: none"> To know what happens to fuels when they are burnt 	
Art and Design	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	
	<ul style="list-style-type: none"> 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] 	
	<ul style="list-style-type: none"> about great artists, architects and designers in history 	

Computing (continues on next page)	▪ 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	
	▪ 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 concerns about content and contact	
Design and technology Design	▪ 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	Build Anderson Shelters – Wow Day
	▪ generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	
Make	▪ 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	
Evaluate	▪ investigate and analyse a range of existing products	
	▪ 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 to shape the world	

Cooking and Nutrition	▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	
	▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
Technical Knowledge	▪ 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]	
	▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	
	▪ apply their understanding of computing to program, monitor and control their products	
Foreign Languages	▪ COVERED IN PPA BY NICKY DOBINSON – SEE SEPARATE PLANS	
Geography Locational Knowledge	▪ locate the world's countries, using maps to focus on key physical and human characteristics	
Place Knowledge	▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country	
Human and Physical geography	▪ describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes	
	▪ describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water	
Geographical skills and fieldwork	▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Old Leigh Trip – Compare 1920s Leigh to current day
	▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	
History Context: 20th Century	▪ a local history study e.g. the Victorians, the Railway, WW1 and WW2 and the role played by Leigh on Sea	Old Leigh Trip – Compare 1920s Leigh to current day Anne Frank Museum
	▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Britain since 1948	

	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Crime and Punishment throughout British History 	
History Skills and Objectives	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history. 	Anne Frank Museum
	<ul style="list-style-type: none"> Establish a clear narrative within and across the periods they study. 	
	<ul style="list-style-type: none"> Regularly address historically valid questions about change 	
	<ul style="list-style-type: none"> Regularly address historically valid questions about cause, similarity and difference. 	
	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	
	<ul style="list-style-type: none"> Sometimes devise historically valid questions about change, cause, similarity and difference, and significance 	
	<ul style="list-style-type: none"> Recognise the difference between primary and secondary sources of evidence Understand how our knowledge of the past is constructed from a range of sources 	
Music	<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 	
	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 	
	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 	
	<ul style="list-style-type: none"> use and understand staff and other musical notation 	
	<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	
	<ul style="list-style-type: none"> develop an understanding of the history of music 	
Physical Education	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	PGL PE Wow Day Dance Day – Indian Dance
	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending 	
	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	

	<ul style="list-style-type: none"> perform dances using a range of movement patterns 	
	<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	
	<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
Religious Education	<ul style="list-style-type: none"> Living as a Buddhist: devotional practises and the Middle Way (Buddhism) 	Churches – Rev Loh visit Anne Frank Museum - Judaism
	<ul style="list-style-type: none"> Christianity in the local community – and beyond (Christianity) 	
	<ul style="list-style-type: none"> Death, reincarnation and sacred places (Hinduism) 	
	<ul style="list-style-type: none"> Humanism: a secular world view (secular Humanism) 	
	<ul style="list-style-type: none"> The Ka'bah and the Hajj (Islam) 	
	<ul style="list-style-type: none"> The Jewish home (Judaism) 	
PSHE Education Families and friendships	<ul style="list-style-type: none"> Know what it means to be attracted to someone and different kinds of loving relationships 	
	<ul style="list-style-type: none"> Know that people who love each other can be of any gender, ethnicity or faith 	
	<ul style="list-style-type: none"> Recognise the difference between gender identity and sexual orientation 	
	<ul style="list-style-type: none"> Know about the qualities of healthy relationships 	
	<ul style="list-style-type: none"> Recognise ways in which couples show their love and commitment 	
	<ul style="list-style-type: none"> Understand what marriage and civil partnership mean 	
	<ul style="list-style-type: none"> Recognise that people have the right to choose who they marry 	
	<ul style="list-style-type: none"> Know that to force anyone into marriage is illegal 	
	<ul style="list-style-type: none"> Know how and where to report forced marriage 	
Safe relationships	<ul style="list-style-type: none"> Recognise when and where to ask for help if they are worried 	
	<ul style="list-style-type: none"> Compare the feature of healthy and unhealthy friendships 	
	<ul style="list-style-type: none"> Know about the shared responsibility if someone is put under pressure to do something dangerous 	
	<ul style="list-style-type: none"> Know strategies to respond to pressure from friends, including online 	
	<ul style="list-style-type: none"> Assess the risk of different online challenges and dares 	

	<ul style="list-style-type: none"> Know how to recognise and respond to pressure from others Know how to get advice and report concerns about personal safety, including online Know what consent means and know how to seek, give/not give permission, in different situations 	
Respecting ourselves and relationships	<ul style="list-style-type: none"> Recognise the link between values and behaviour and how to be a positive role model Know how to discuss issue respectfully Know how to listen and respect other points of view Know how to constructively challenge points of view they disagree with Recognise ways to participate effectively in discussions online and manage conflict 	
Belonging to community	<ul style="list-style-type: none"> Know what prejudice means Differentiate between prejudice and discrimination Recognise acts of discrimination Know strategies to safely respond to and challenge discrimination Recognise stereotypes in different contexts, how they are perpetuated and how to challenge this 	
Media literacy and digital resilience	<ul style="list-style-type: none"> Know about the benefits of safe internet use Recognise how and why images online might be manipulated, altered or faked Consider why people choose to communicate through social media and some of the risks/challenges of doing so Know that social media sites have age restrictions and regulations for use Recognise the reasons why some median and online content is not appropriate for children Know how online content can be designed to manipulate people's emotions Know about sharing things online including rules and laws Know how to report inappropriate content or contact 	TAUGHT THROUGH COMPUTING
Money and work	<ul style="list-style-type: none"> Recognise the role money plays in people's lives Understand value for money and if something is value for money Recognise how companies encourage people to buy things and why it is important to be a critical consumer Know how having or not having money can impact a person's emotions, health and wellbeing 	

	<ul style="list-style-type: none"> Recognise common risk associated with money including; debt, fraud or gambling Identify how money can be gained or stolen through scams or gambling Know how to get help if they are concerned about gambling or other financial risks 	
Physical health and mental wellbeing	<ul style="list-style-type: none"> Know that mental health is just as important as physical health Recognise that anyone can be affected by mental health and that difficulties can be resolved Recognise how negative experiences can affect mental wellbeing Know positive strategies for managing feelings Recognise there are situations when someone may experience mixed or conflicting feelings Recognise how feelings can often be helpful Recognise that if someone experiences negative feelings most / all of the time, help and support is available Identify where they and others can ask for help, outside of school Know the importance of asking for support from a trusted adult Know about the changes that occur in life, including death Recognise that changes can mean that people experience feelings of grief Understand the process of grieving and how grief can be expressed Know strategies that can help someone cope with the feeling associated with change or loss Identify how to ask for help or support with grief or other aspects of change Know how balancing time online with other activities helps maintain health and wellbeing Use strategies to manage time online and foster positive habits Know what to do and who to tell if they are frightened about something they have seen online 	
Growing and Changing	<ul style="list-style-type: none"> Recognise some of the changes as they grow up eg independence Know what being more independent may be like including how it might feel Know about the transition to secondary school and how this may affect them Learn how relationships may change as they grow up and move to secondary school Identify links between love, committed relationships and conception 	

	<ul style="list-style-type: none"> Understand what sexual intercourse is and how it can be part of an intimate relationship between consenting adults 	
	<ul style="list-style-type: none"> Understand how pregnancy occurs ie. When a sperm meets and egg and the fertilised egg settles into the womb 	
	<ul style="list-style-type: none"> Know that pregnancy can be prevented with contraception 	
	<ul style="list-style-type: none"> Understand the responsibilities of being a parent and how having a baby changes someone's life 	
Keeping Safe	<ul style="list-style-type: none"> Know how to protect personal information online 	
	<ul style="list-style-type: none"> Identify potential risks of personal information being misused 	
	<ul style="list-style-type: none"> Find strategies for dealing with requests for personal information or images of themselves 	
	<ul style="list-style-type: none"> Identify types of images that are appropriate to share with others and those that are not 	
	<ul style="list-style-type: none"> Know that images of texts can quickly shared with others even when only sent to one person and what the impact of this might be 	
	<ul style="list-style-type: none"> Know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others 	
	<ul style="list-style-type: none"> Know how to report the misuse of personal information or sharing of upsetting content/images online 	
	<ul style="list-style-type: none"> Know about different age rating systems for social media, tv, films, games and online gaming 	
	<ul style="list-style-type: none"> Demonstrate why age restrictions are important and how they help people make safe decisions about what to watch, use or play 	
	<ul style="list-style-type: none"> Know about the risks and effects of different drugs 	
	<ul style="list-style-type: none"> Know about the laws relating to drugs common to everyday life and illegal drugs 	
	<ul style="list-style-type: none"> Recognise why people chose to use or not use drugs including nicotine, alcohol and medicines as well as illegal drugs 	
	<ul style="list-style-type: none"> Know about the organisations about where people can get help and support concerning drug use 	
	<ul style="list-style-type: none"> Know how to ask for help if they have concerns about drug use 	
	<ul style="list-style-type: none"> Know about mixed messages in the media relating to drug use and how they might influence opinions and decisions 	

