

Gordon Primary School Curriculum Map – Year 6, Spring Term 2025

	Spring 1	Spring 2
TOPIC	<i>Macbeth – Murder and Mayhem</i>	
KEY TEXTS	<i>Macbeth</i> by William Shakespeare <i>Illustrated stories from Shakespeare</i> by Rosie Dickins <i>Macbeth a Shakespeare story</i> by Andrew Matthews <i>Cue for treason</i> by Geoffrey Trease <i>Tales from Shakespeare</i> by Marcia Williams <i>Shakespeare stories</i> by Leon Garfield	
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> Articles CRC Articles 28, 29, 30	<u>Philosophical thinking:</u> • To what lengths should you go to, to achieve your goal/ambition? • Is it ok to do something bad to make others happy? Explain. • Should you listen to yourself or those around you? Why? • To what extent are we able to control what happens to us? To what extent is it fate? The children will be introduced to the language of William Shakespeare and the story of Macbeth, along with the rise and fall of his power. They will engage in the topic by solving the murder of Duncan and writing a police report to summarise their findings. The children will debate how a person is influenced by others, discussing how and why characters may change and what events and people may lead them to change. From this, they will explore writing a monologue from the point of view of Macbeth. Through narrative, persuasive and diary writing they will understand turning points in stories – debating who has the power in the relationship between the main characters; Macbeth or Lady Macbeth. Through discussion and use of reasons to justify their point of view, the children will develop their understanding of the question ‘Is ambition a good thing?’. The children will also participate in an in-depth study of the use of persuasion within Macbeth, focusing specifically on how Lady Macbeth convinces Macbeth to kill Duncan. Other key pieces include re-writing the murder scene; debating who is responsible for Duncan’s Murder and a diary of Macbeth after he has committed the crime. Lastly, they will also consider and discuss aspects of the play, such as whether or not we could class Macbeth as a hero and who it was who had the most power throughout.	
MATHS CRC Articles 2, 3, 12, 13, 14, 17, 28, 29,	<u>Fractions, decimals and percentages</u>	<u>Algebra</u>

Gordon Primary School Curriculum Map – Year 6, Spring Term 2025

	Spring 1	Spring 2
TOPIC	<i>Macbeth – Murder and Mayhem</i>	
	The children will develop their ability to recognise and convert between fractions, decimals and percentages. They will appreciate equivalence between fractions and the importance of simplifying and giving fractions in their simplest form. As well as this, the children will find fractions of numbers and amounts and use their knowledge of equivalence to compare and order fractions. Further to this, the children will build upon their knowledge of long multiplication to successfully multiply decimal numbers. <u>Ratio and proportion</u> The children will build upon their knowledge that they developed in Year 5 to use the appropriate language associated with both ratio and proportion. They will also use multiplication and division facts to find missing values according to given quantity sizes. Further to this, they will solve problems involving unequal sharing using their knowledge of fractions and multiples. <u>Order of operations</u> The children will use their knowledge of the order of operations, including the use of brackets and indices, to carry out calculations involving the four operations.	The children will use symbols and letters to represent unknown values in mathematical situations. Further to this, the children will express missing number problems using letters within algebra and using simple formula that is written in words, to calculate missing values. Additionally, the children will use their knowledge to find all the possibilities to a given situation, using algebra, where appropriate. The children will also find pairs of numbers that satisfy number sentences using algebra to support them. <u>Coordinates</u> The children will predict missing coordinates using known properties of shapes. At times, these unknown values may be expressed using algebraic terms where the children may need to calculate a missing vertex. <u>Statistics</u> Building upon prior knowledge, the children will both interpret and construct pie charts and lines graphs to solve context-based problems. Further to this, the children will calculate various averages of data including the mean, mode, median and range. In Science they will also be creating their own graphs to satisfy two variables.
SCIENCE <i>CRC Articles</i> 2, 3, 6, 12, 13, 14, 17, 18, 24, 27, 28, 29, 31, 32, 33	<u>Evolution and Inheritance</u> The children will enter the topic through appreciating their personal finger print – understanding that everyone’s finger prints are individual even though we inherit our appearance from our parents. The children will recognise that all living things produce	

Gordon Primary School Curriculum Map – Year 6, Spring Term 2025

	Spring 1	Spring 2
TOPIC	<i>Macbeth – Murder and Mayhem</i>	
	offspring and that these usually vary and are not identical to their parents. They will develop an understanding of which physical features we are able to inherit and which we develop due to environmental/choice factors. The children will realise that living things have changed over time (usually in order to ensure survival) and that we are able to learn about the past by using fossils. Further to this, the children will learn that fossils hold key information about the past including about animals that roamed and inhabited the earth millions of years ago. The children will have the chance to make their own fossil, and will be able to explain in detail, how fossils are formed. Finally, they will make the link between evolution and the characteristics that these living things have based upon the “theory of evolution” – that animals changed over time to suit their surroundings.	
COMPUTING <i>CRC Articles</i> 2, 3, 4, 7, 8, 10, 12, 13, 14, 15, 16, 17, 18, 28, 29, 31, 34, 35, 36, 40	<u>Communication</u> The children will learn how to use Pixlr (the E version), an advanced online photo-editing programme similar to Photoshop. They will look at various book covers, traditional and modern, and analyse how they entice readers. Looking at the front cover of <i>Macbeth</i>, the children will decide how they will make changes to this in order to make it more enticing and grab the attention of potential readers – especially as they know the target audience, upper Key Stage 2 children, very well. The children will develop their digital art skills by using multiple layers, filters and effects to create a variety of appealing book covers. They will make use of a variety of photo editing tools such as ‘lasso’, ‘marquee select’, ‘wand’, ‘crop’ and ‘cut’ to successfully select, move and place their combination of selected images they have ‘cleaned up’ to create their own version of the <i>Macbeth</i> front cover.	<u>Communication</u> The children will research William Shakespeare, which will allow them to develop an understanding of the author of the play, <i>Macbeth</i>. Over the course of the topic, the children will design and create a Microsoft PowerPoint presentation, using aspects of the software such as animations, transitions between slides and formatting of the text - including font styles and sizes - to convey information. In preparation for Secondary School, the children will learn the importance of saving documents in sensible places with appropriate names and key shortcuts they can use such as copying and pasting. <u>Online safety (Continued over the course of the year)</u> The children will take part in discussions and activities concerning how to use technology safely, respectfully and responsibly. They will recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

Gordon Primary School Curriculum Map – Year 6, Spring Term 2025

	Spring 1	Spring 2
TOPIC	<i>Macbeth – Murder and Mayhem</i>	
	<u>Online safety</u> The children will take part in discussions and activities concerning how to use technology safely, respectfully and responsibly. They will recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.	
HISTORY <i>CRC Articles</i> 2, 3, 4, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 19, 23, 24, 26, 27, 28, 29, 30, 31, 36, 37, 38	<u>British and Local History: Britain and World War II</u> This unit of work will teach the children all about World War II. They will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will learn important facts about the Holocaust and investigate events that were key turning points in the war.	
GEOGRAPHY <i>CRC Articles</i> <i>Insert Numbers</i>		<u>Mountains and Volcanoes (Italy)</u> The children will develop an understanding of how mountains and new land are formed – they will study the creation of archipelagos and understand how the world has changed over time to become what it is today (as well as appreciating how we know this – through the distribution of soils and minerals etc). Furthermore, the children will appreciate different volcano types and the effects that they have upon cities, exploring why it is that people still choose to live near volcanoes despite their devastating impacts. They will also consider what the world may look like in the future, based upon an ever-changing world.

Gordon Primary School Curriculum Map – Year 6, Spring Term 2025

	Spring 1	Spring 2
TOPIC	<i>Macbeth – Murder and Mayhem</i>	
DT <i>CRC Articles</i> 8, 12, 24, 27, 28, 29, 30	<u>Food (celebrating culture and seasonality)</u> <u>Banquet fit for a King with food from around the world</u> The children will have the chance to explore different cuisines from around the world. They will research, plan, prepare and cook a dish from India, Brazil, Africa and China. To do so, the children will apply their knowledge of ingredients and their technical skills, as well as their knowledge of health and safety linked to cooking. All children will have a chance to choose and experience a range of ingredients. The dishes will then be presented during a Banquet for a King or Queen, linked to Macbeth.	
ART <i>CRC Articles</i> 2, 3, 4, 8, 12, 13, 14, 17, 28, 29, 31		<u>Sculpture – Visual Art</u> The children will explore how emotions are portrayed through 3D sculptures, linking this to the emotions conveyed by the characters in Macbeth. Additionally, they will explore posture and emotion that is presented through artists' 3D sculptures and use this within a pop-up poster form to create a visual display for the play Macbeth. The children will then use stencils and paper cuttings to create their own version of a poster that can be presented during the play of Macbeth. They will understand what features will grab the attention of people walking by and use these within a theatre setting, with back drops and curtains to create their own theatre within their classrooms.
MUSIC <i>CRC Articles</i> 2, 3, 8, 12, 13, 14, 17, 28, 29, 31	<u>Ukelele</u>	

Gordon Primary School Curriculum Map – Year 6, Spring Term 2025

	Spring 1	Spring 2
TOPIC	<i>Macbeth – Murder and Mayhem</i>	
	This term, Year 6 will be continuing to learn how to play the ukulele. They will be consolidating their knowledge of the chords C and F and will be learning G and G7. They will be learning songs such as <i>One Man Went To Mow</i>, <i>Mango Walk</i> and <i>The Mockingbird Song</i>. Year 6 will be learning how to strum and change chords in time with the music and we will also learn how to play and sing a two-chord song at the same time. They will continue to learn to read music and will work on composing our own music using the music notation they have used before. In Spring 2, Year 6 will focus on Composition. They will create their own class piece inspired by their topic.	
PE <i>CRC Articles</i> 2, 3, 4, 6, 12, 13, 14, 23, 24, 28, 29, 31	<u>Indoor PE - Circuit training</u> The children will be carrying out routines to understand how important it is to warm up and cool down. They will learn about the effects that exercise has on the body and complete a set of exercises to the best of their ability, tailoring their training to challenge themselves and increase the work rate on their bodies.	<u>Indoor PE – Dance</u> The children will learn to understand that ideas initiated by a story can be translated into movement and how to perform them with expression and clarity of shape. The children must be able to demonstrate simple motifs and movement patterns. All children must be able to work with a partner to structure a dance using unison, mirroring and “follow my leader” techniques. Additionally, they will learn to understand how dance communicates moods, ideas and feeling.
	<u>Outdoor PE – Basketball</u> This half term, the children will be consolidating and developing skills they have learnt in prior years. This will include experimenting with dribbling and bouncing the ball, using a range of different techniques in order to pass the ball to other players on their own team (whilst being aware of those on the opposing team) and shooting in order to score points for their team. As well as this, they will look at team tactics and understand more about marking their opposition in order to prevent them from receiving the ball.	<u>Outdoor PE – Cricket</u> The children need to be able to develop their throwing and catching technique in a variety of situations; when the ball is running along the floor, when the ball is being bounced and when the ball is travelling above head height. They must be able to perform a forward drive and a block shot when batting. When bowling, children must be able to hold the ball correctly and ensure their bowling arm is straight on release. The children must also understand the use of a ready position in a variety of situations i.e. when wicket keeping.
RE		

Gordon Primary School Curriculum Map – Year 6, Spring Term 2025

	Spring 1	Spring 2
TOPIC	<i>Macbeth – Murder and Mayhem</i>	
<i>CRC Articles</i> 2, 3, 4, 7, 8, 12, 13, 14, 15, 16, 17, 26, 28, 29, 30, 31, 36	<u>What does it mean to be a Sikh?</u> The children will focus upon the Gurdwara, find out why the Gurdawara, is more than simply a place of worship, in the Sikh community. They will learn that it is also a place where the Sikh community meets, eats and learns together. The students will also explore all the distinctive features of the Gurdwara. To appreciate why it is so special, the children will look at features and symbols which reflect the values of harmony, respect and equality. They will explore and find out about Guru Hargobind and the concepts behind the Sikh story of Diwali. The children will reflect upon the difference Sikh beliefs and teachings can make and how we can include three key beliefs in our school community – treating people equally, serving God and the people in the world and working honestly.	
PSHE <i>CRC Articles</i> <i>Insert Numbers</i>	<u>Dreams and Goals</u> • I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) • I understand why it is important to stretch the boundaries of my current learning • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can set success criteria so that I will know whether I have reached my goal • I can identify problems in the world that concern me and talk to other people about them • I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations	<u>Healthy Me</u> • I can take responsibility for my health and make choices that benefit my health and well-being • I am motivated to care for my physical and emotional health • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I am motivated to find ways to be happy and cope with life's situations without using drugs • I understand that some people can be exploited and made to do things that are against the law • I can suggest ways that someone who is being exploited can help themselves • I know why some people join gangs and the risks this involves • I can suggest strategies someone could use to avoid being pressurised • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness

Gordon Primary School Curriculum Map – Year 6, Spring Term 2025

	Spring 1	Spring 2
TOPIC	<i>Macbeth – Murder and Mayhem</i>	
	• I can work with other people to help make the world a better place • I can empathise with people who are suffering or who are living in difficult situations • I can describe some ways in which I can work with other people to help make the world a better place • I can identify why I am motivated to do this • I know what some people in my class like or admire about me and can accept their praise • I can give praise and compliments to other people when I recognise their contributions and achievements	• I know how to help myself feel emotionally healthy and can recognise when I need help with this • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. • I can use different strategies to manage stress and pressure
SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<u>Healthy eating</u> <u>KS2/PROGRESSIVE TEACHING/HEALTHY EATING</u> In this unit, the pupils will learn the nouns and determiners for ten 'healthy' and ten 'less healthy' foods, along with the 1st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. By the end of this unit, the children will be able to say what they eat and do not eat and drink and do not drink, to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. All pupils will be able to create more detailed and personalised responses by the end of this unit.	<u>At the weekend</u> <u>KS2/INTERMEDIATE TEACHING/AT THE WEEKEND</u> In this unit, the children will learn ten phrases for activities they may do at the weekend, in Spanish. They will also be presented with further extension on telling the time and providing opinions with justifications. The pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.
Safeguarding <i>CRC Articles</i> 1, 2, 3, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 19, 23, 24, 28, 29, 30, 31, 33, 34	Across various areas of the Curriculum, the children will develop their understanding of how to keep their minds and bodies healthy, understanding how to deal with challenges and difficulties, while remaining positive. The children will continue to talk about their feelings in a range of different situations and discuss how they can manage their emotions and channel them in specific ways. As	

Gordon Primary School Curriculum Map – Year 6, Spring Term 2025

	Spring 1	Spring 2
TOPIC	<i>Macbeth – Murder and Mayhem</i>	
	well as this, the children will develop their understanding and awareness of internet and online safety, ensuring that they know what behaviour is acceptable and who and when to report behaviour when they deem it to be unacceptable. The children will engage in lots of discussions, where sometimes the content may become sensitive or they may feel that talking about this publicly is daunting: the children will be made to feel as safe and confident as possible during these conversations, and that they can approach an adult whenever possible if they feel a whole class discussion does not accommodate their needs. Topical issues raised from the playground, as well as those raised from the children reading books, watching television and accessing information online, will be discussed as appropriate.	