Gordon Primary School Curriculum Map – *Year 6, Autumn 2026*

	Autumn 1	Autumn 2
TOPIC	*Magic, Lies & Intrigue*	
KEY TEXTS	*The Invention of Hugo Cabret* by Brian Selznick *Cogheart* by Peter Bunzl	
ENGLISH *Convention on the Rights of the Child (CRC) Articles* *2, 3, 4, 6, 8, 9, 12, 13, 14, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 31, 32, 35, 36, 37, 40*	Whilst reading *The Invention of Hugo Cabret*, the children will develop a rich understanding of the main characters: Hugo, Isabelle and the old man who works at the toy booth. As well as this, they will also develop an awareness of Hugo's day-to-day life, living in the walls of the train station and his routine of winding the clocks. The children will begin to explore the reasons as to why Hugo has to remain inconspicuous but continue to wind the clocks as he always has done, and not just stop. The children will debate whether this is the place for a child of Hugo's age to be and whether him winding the clocks is safe. However, the children will also consider whether safety is what is important to Hugo – is it more important to make ends meet? As we delve into the text the children will explore Hugo's notebook and understand the reasons as to why it may be precious to him. The children will be presented with images that appear in Hugo's notebook and will determine what those may be, their relevance to the story and importance to the characters. The children will be introduced to a machine and when a disastrous event occurs they will empathise with Hugo and write their thoughts in response to what has just happened. What will this mean for Hugo now? Will he have the drive and resilience to keep going? As they continue through the topic the children will consider whether stealing is ever right and whether we have the rights to something if it is ours but not in our possession. The will explore the idea of blackmail and whether it is ever acceptable to use blackmail in order to get or achieve what you want. We will also explore how we may feel if we ever find ourselves not in control of a situation and whether, therefore, we should just give up or whether we should be determined. Further on in the story the children will be introduced to the first black and white films and will consider what it would have been like to be one of the first people the experience watching something like this – something that nobody had ever seen or experienced before. Towards the end of the book, the children will reflect upon Hugo's character, positioning themselves in his shoes. They will consider how he has changed based upon what he has been through as well as his achievements, what he has learned along the way whilst dealing with a challenging childhood and what his hopes are for the future.	
MATHS *CRC Articles* *1, 2, 3, 12, 13, 14, 15, 17, 23, 28, 29, 30, 31*	**Number – Place Value** The children will develop their ability to read, write, order and compare numbers up to 10,000,000 and determine their value. They will learn how to round any whole number to a required degree of accuracy, will be able to use negative numbers within a context and successfully calculate intervals across 0. Alongside this, they will solve number and practical problems which will involve them applying this knowledge. **Number - Addition, Subtraction, Multiplication and Division** The children will develop their skills from Year 5 so that they are able to multiply and divide multi-digit numbers up to 4 digits by a two-digit whole number, using formal written methods. They will interpret remainders as either whole numbers, fractions, or by rounding, depending on the context. The children will continue to perform mental calculations, including with mixed operations and large numbers. Additionally,	

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	they will identify common factors, common multiples and prime numbers and use their knowledge of the order of operations, to carry out complex equations. Whilst developing this knowledge, they will solve multi-step problems in contexts, deciding which operations and methods to use and they will use estimation to check answers to calculations.	
SCIENCE *CRC Articles* *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 genes from our parents. The children will recognise that all living things produce 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 *CRC Articles* *2, 3, 4, 7, 8, 10, 12, 13, 14, 15, 16, 17, 18, 28, 29, 31, 34, 35, 36, 40*	**Unit 6.2 Online Safety** • To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. • To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon. • To identify the benefits and risks of giving personal information and device access to different software. • To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.	**Unit 6.9 Spreadsheets (MS Excel)** • To know what a spreadsheet looks like. • To navigate and enter data into cells. • To introduce some basic data formulae in Sheets. • To demonstrate how the use of Sheets can save time and effort when performing calculations. • To use a spreadsheet to model a situation. • To demonstrate how spreadsheets can make complex data clearer by manipulating the way it is presented. • To use formulae for percentages, averages, max and min into spreadsheets. • To create a variety of charts and graphs to understand data. • To use a spreadsheet to model a real-life situation.

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	• To begin to understand how information online can persist and give away details of those who share or modify it. • To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. • To identify the positive and negative influences of technology on health and the environment. **Unit 6.7 Quizzing** • To create a picture-based quiz for young children • To learn how to use the question types within 2Quiz. • To explore the grammar quizzes. • To make a quiz that requires the player to search a database. • To develop skills in creating surveys and questionnaires. • To use a survey to gain information rather than scores	• To apply spreadsheet skills to solving problems
HISTORY *CRC Articles* *6, 12, 19, 36, 37, 39, 40, 41*		**Crime and Punishment** The children will develop a growing understanding of how crime and punishment have changed throughout history from the Tudor era 1485 through to the current day. They will establish clear narratives within and across the periods they study by making comparisons. They will develop an understanding of why punishments change and how these reflect the societies in which they appear.
GEOGRAPHY *CRC Articles* *2, 3, 4, 7, 8, 12, 13, 14, 17, 28, 29, 30,*	**Settlements Around the UK** To build upon their knowledge of locality that they have developed throughout their time at school and to develop their understanding and knowledge of place, they will look at different settlements across various areas in the UK. They will explore how and why some of these are	

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	developing and changing. In comparison, they will look at other types of settlement that have not changed, and why this is. Additionally, the children will understand more about the advantages and disadvantages of different settlement types and consider whether they believe these various settlements types will phase out – are they sustainable in an ever-changing and growing population and society?	
ART *CRC Articles* *2, 3, 4, 8, 12, 13, 14, 17, 28, 29, 31*	**Portraits – Identity** The children will explore Steampunk art, investigating its Victorian-inspired designs, machinery and imaginative inventions. Using pencil, pen and ink, they will develop their sketching skills, experimenting with line, shading, texture and detail to create their own Steampunk self-portraits. Through their artwork, the children will explore their identity, individuality and their place within the wider community.	
DT *CRC Articles* *2, 3, 12, 13, 14, 17, 28, 29, 31*		**Mechanisms - Pulleys and Gears** The children will enjoy practising and extending their knowledge of electrical circuits and switches by making a zoetrope to produce the illusion of motion, by displaying a sequence of drawings or photographs showing progressive phases of that motion. They will follow the design and technology process of finding stakeholders, making models and experimenting with different materials.
MUSIC *CRC Articles* *2, 3, 8, 12, 13, 14, 17, 28, 29, 31*	**Ukelele** This term, Year 6 children will be starting to learn how to play the Ukulele. They will be learning to coordinate their voices together with their hands and sing as well as play the instruments, at the same time. They will learn how to change chords and identify different Key Signatures as well as Time Signatures. Some of the songs they will learn will be My Dog Has Flees, In The Groove and Frere Jacques.	
PE		

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CRC Articles 13, 14, 17, 23, 28, 29, 30, 31	**Indoor – Gymnastics** To develop flexibility and core strength in order to reduce the risk of injury, the children must be able to identify the active muscle (primary and secondary) for each exercise. To be able to practice a variety of acrobatic movements and show how the body can replicate different shapes and patterns, the children must then be able to sequence these movements into a routine allowing for smooth transitions between each movement. **Outdoor - Netball** The children will develop an understanding of the rules of netball including the 2-step rule after catching and 2 metre rule, as well as having an awareness of which third of the court each player is allowed to go in. They will concentrate on finding the space and calling to their team mates in order to make successful passes of the ball. The children will make decisions based upon whether they should execute a chest, bounce, or overhead pass based upon the situation they are in. They will understand the importance of marking their partner and they will gain an understanding of the stance and posture you should take in order to do this successfully.	**Indoor – Dance** Based upon a theme from Macbeth, the children will create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed; they will choose actions, body shapes and balances from a wider range of themes and ideas. They will also adapt their performance to the demands of a task, using their knowledge of composition; understand the need for warming up and working on body strength, tone and flexibility. We will discuss the importance of dance as a way to channel our emotions and thoughts and keep our minds healthy. **Outdoor P.E – Athletics** The children will develop their skills and abilities in a range of different athletics activities such as: baton change, chest push, javelin, triple jump, sprinting and long distance running. The combination of all of these activities should allow the children to improve their execution of the skills required to perform these movements as much as possible. The children will improve their speed, agility, coordination, balance, power and reaction time whilst performing all of these athletic skills.
RE *CRC Articles 1, 2, 3, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 23, 28, 29, 30, 31, 33, 34*	**What do religions say when life gets hard?** The children will explore what different religions say when life gets hard and what we learn from them. They will make comparisons, looking at	**Why do people make vows and commitments to one another? (In different religions)** The children will describe and explain the events and symbolism behind wedding ceremonies from at least two traditions; the impact of religion in the decision to get married will also be explored. We will reflect upon the reasons why people make vows and commitments to each other as part of these ceremonies. We will describe and compare different wedding ceremonies and the words that are used as part of them.

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	similarities and differences in how different groups of people heal, reflect and overcome challenges. The children will begin to ask big questions about life but respect that everyone will have different views and will answer these questions differently and appreciate that some questions cannot be answered.	The children will have the opportunity to reflect upon what words and action *they* feel are important and also what makes a good marriage. The children will explore the possible reasons why some people chose a religious or non-religious wedding. As always - all of these discussions/class work will be encouraged to be sensitive in the light of the many religions and ceremonies that make up the classes in Year 6.
PSHE *CRC Articles* *1, 2, 3, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 19, 23, 24, 28, 29, 30, 31, 33, 34*	**Being Me in My World** • I can identify my goals for this year, understand my fears and worries about the future and know how to express them • I feel welcome and valued and know how to make others feel the same • I know that there are universal rights for all children but for many children these rights are not met • I understand my own wants and needs and can compare these with children in different communities • I understand that my actions affect other people locally and globally • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how an individual's behaviour can impact on a group • I can contribute to the group and understand how we can function best as a whole • I understand how democracy and having a voice benefits the school community	**Celebrating Difference** • I understand there are different perceptions about what normal means • I can empathise with people who are different • I understand how being different could affect someone's life • I am aware of my attitude towards people who are different • I can explain some of the ways in which one person or a group can have power over another • I know how it can feel to be excluded or treated badly by being different in some way • I know some of the reasons why people use bullying behaviours • I can tell you a range of strategies for managing my feelings in bullying situations and for problem solving when I'm part of one • I can give examples of people with disabilities who lead amazing lives • I appreciate people for who they are • I can explain ways in which difference can be a source of conflict and a cause for celebration • I can show empathy with people in either situation

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	• I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself	
FINANCE *CRC Articles* *28, 29, 17, 12, 27*	**Foreign currency** **Simple financial records** • I know that different forms of money are used in other countries I can carry out simple calculations based on exchange rates • I understand why it is important to understand other currencies, particularly when I am visiting other country • I know I need to check and keep basic financial information • I can use simple financial information to plan and manage basic budget and keep track on my spending • I understand that planning my spending helps me to stay in control of my journey	**Influences on saving and spending** • I know that advertising is used to persuade me to spend my money I can recognise when my choices around money are being influenced by advertising • I understand why we should all be critical consumers, thinking carefully about how we use our money • I know that some things are better value for money than others • I can make comparisons between prices when deciding what is best value for money, including for services such as electricity phones and the internet • I understand why making informed decisions will help me make the most of the money I have
SPANISH *CRC Articles* *2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42*	**Me In the world** In this unit, the pupils will learn about other countries around the globe that speak Spanish. They will also learn about the currencies, flags, cultural celebrations and traditions of those countries. This is a great unit, bringing together all the language covered in the various teaching types. • Locating Spanish speaking countries on a map of the world. • Mentioning a few key facts in Spanish about a celebration in a Spanish speaking country. • Saying what I am going to do help protect our planet •	**At the café** By the end of this unit, the pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería. This is a unit that consolidates much of the grammar covered in previous years (nouns, gender, determiners and plurality) so that the pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.

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Safeguarding *CRC Articles* *2, 3, 4, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 20, 21, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 41, 42*	Through the children studying the book *The Invention of Hugo Cabret*, they will develop their understanding of what it is to have a different perspective or outlook on something: the way that one person perceives something may not actually be how another sees the same event. The children will explore stealing and lying and will consider whether there is ever a time that either of these are acceptable – and if we deem them to be acceptable in which circumstances this may be and why. As well as this, the children will continue to 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. Further to this, due to the role of the main character in their key text, we will explore what it is to have worked forced upon you as a child and understand why in some countries this is seen to be acceptable. Sensitively, we will explore the theme of loss and talk about the importance of grief – that it is okay to grieve and that this takes many different shapes and forms for people. We will also talk about the importance of celebrating the lives of those who have passed and how we continue their wishes and live on in their memory. We will have to approach the topic of loss with caution, as many children will have experienced loss of a close family member or friend. The children will also explore some of the difficult relationships that they may have with family members and how these can be affected by substances – such as in Hugo's case, his uncle's unhealthy relationship with alcohol. 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 and remaining positive in these situations. 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 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: 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. Through their learning, the children will develop an understanding of financial responsibility and how money can influence the choices people make. They will explore the importance of budgeting, saving and spending wisely, considering how advertising and media can affect purchasing decisions. The children will learn how to make informed choices about money, recognise value for money and understand the importance of keeping basic financial information safe and secure. Through discussions and real-life contexts, they will develop skills that will help them become responsible and independent consumers in the future.	