



Black Combe Junior School

Our Vision: "To make every day count"

Year 5 & 6 Curriculum B Map 2026 - 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Children will be able to describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Children will describe the movement of the Moon relative to the Earth. They will describe the Sun, Earth and Moon as approximately spherical bodies. Children will use the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Extended study: Children will learn about significant events and people responsible for space exploration.	Earth & Space Children will be able to describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Children will describe the movement of the Moon relative to the Earth. They will describe the Sun, Earth and Moon as approximately spherical bodies. Children will use the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Extended study: Children will learn about significant events and people responsible for space exploration.		Forces Children will explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Children will identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Children will recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Living Things and Their Habitats (Yr6) Children will be able to 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. Children will give reasons for classifying plants and animals based on specific characteristics.	Evolution & Inheritance Children will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Children will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
Computing Teach Computing Curriculum	Computer Systems and Networks Systems & Searches Children will recognise IT systems in the world and how some can enable searching on the internet.	Computer Systems and Networks Communication & Collaboration Children will explore how data is transferred by working collaboratively online.	Creating Media Vector Drawing Children will create images in a drawing program by using layers and groups of objects.	Creating Media 3D Modelling Children will plan, develop and evaluate 3D computer models of physical objects.	Programming Selection in Quizzes Children will explore selection in programming to design and code an interactive quiz	Programming Sensing Movement Children will learn to design and code a project that captures inputs from physical devices.
Art & Design United Learning Curriculum	Recycled Materials This unit gives children the opportunity to study the work of four contemporary artists from different parts of the world, who all work with plastic waste in different ways. They will develop their understanding of what an artist is and how artists work. I This unit will also allow children the opportunity to consider how much plastic waste is produced by their school community, tying in well with our developing commitment to a sustainable curriculum and encouraging the pupils to have a holistic view of their education.		Displacement This unit's broad theme allows children to choose from a selection of artists who all work in different styles and use different media. This gives children the chance to explore their artistic preferences and develop their skills in the medium of their choice. The unit focuses mostly on the displacement of artists in the 19th and 20th centuries (particularly Nazi Germany), we do not go into detail about the history of the events that caused the displacement. There are opportunities to revisit prior learning from our WWII history learning.		Art and Identity This unit explores the rich cultural diversity of the UK, and the links we have forged with each other in our communities. It is designed to allow children the opportunity to explore their own identity, and how it is formed through the various facets of themselves. Children will have the opportunity to study the work of two of our most prominent contemporary British artists and, through their work, will see a different perception of the UK and its history. In terms of practical skills, they will learn how to draw the proportions and features of the face before using a mirror to draw a self-portrait from observation.	
Design Technology United Learning Curriculum	Head Coverings Children will learn that working with textiles provides visual, tactile and sensory experience. This unit allows the opportunity to work on a larger-scale project that needs tailoring to a specific head size, as well as teaching valuable life skills. Children will identify the right side of a fabric, to identify a fabric's grain and pin patterns accordingly. They will use the technique of 'sewing right sides together' and then 'turn' their hat so that the seam is hidden. The unit has a sustainability element. The children can adapt the patterns in terms of size or shape, or components of two designs can be combined to create something completely unique.		Food Savoury Snacks Children will have the opportunity to develop a range of new procedural knowledge (such as rubbing flour into butter and using an oven to bake foods), as well as to have further practise of many of the skills they have been introduced to in previous units (including the use of the bridge and claw techniques for chopping and using a hob to sauté and simmer foods).		Sustainable Systems The issue of sustainability is an increasingly important design value, and one that pupils need to be aware of as designers. This unit brings together children's knowledge of design and sustainability together, to ask them to consider how a glue stick (or other similar thing in your school) could be designed to be more sustainable and functional. The glue stick has been chosen as it is a familiar product, which is not currently very sustainably designed. The main two new threads of learning are: Considering the full product life cycle and designing a more sustainable system. In the context of the glue stick, they should be considering how the glue stick is ordered by the head teacher, used by pupils in school, and then disposed of sustainably. This encourages pupils to think and design more widely. Considering user needs as different to wants. In the D&T Curriculum, pupils have focused more on 'wants' (e.g. 'they like the colour yellow, so I'll make this product yellow'). User needs are more important for designers, but are much harder to identify as they can sometimes be hidden. In this unit, children are explicitly taught about the difference between needs and wants, and explicitly practice identifying the needs.	

History	Why was 'The Space Race' one of the most significant events of the twentieth century? Children will develop a chronologically secure knowledge and understanding of the Space Race as a significant aspect of history beyond 1066. They will understand how and why key events occurred, identify their significance, and use historical evidence to construct informed responses about the impact of the Space Race on the wider world.		The Ancient Greeks Children will complete a study of Greek life and achievements and their influence on the western world.			Whole School History Project A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Geography		South America – Costa Rica Part 1 Children will develop their locational knowledge of Costa Rica and South America. They will identify key physical features, including climate zones, mountains, volcanoes and forests, and understand how geography influences life and economic activity in Costa Rica.			South America – Costa Rica Part 2 Children will develop their locational knowledge of Costa Rica and South America. They will identify key physical features, including climate zones, mountains, volcanoes and forests, and understand how geography influences life and economic activity in Costa Rica.	
Music Kapow Music	Music in nature: Chords and melodies Drawing inspiration from the power of nature, pupils compose short melodies to reflect different moods of the sky. They experiment with pitch, dynamics and harmony, using simple chords to add depth and atmosphere to their performances.	West African Rhythms: Create, Play and Perform Exploring the rhythms of West Africa, pupils experience the energy of traditional ensemble music. They learn how rhythmic patterns fit together and take responsibility for different parts, combining rhythms collaboratively to create layered textures.	Music technology: Podcasts and Jingles Exploring the world of podcast production through music and audio technology, pupils use Kapow Music Maker, a bespoke browser-based platform, to produce their own podcasts. They record and edit spoken audio, create original jingles and develop their mixing skills by balancing, arranging and enhancing recordings.	Stage and Song: Storytelling through music Exploring musical theatre and how music helps to tell stories through solos, duets and ensemble performances. Pupils explore how composers use musical elements to create mood and develop narrative before extending their vocal skills through singing in 3/4 time and performing across a wider vocal range.	Samba Sounds: Rhythm and Groove Discovering the energy and traditions of Brazilian samba and its role in Carnival celebrations. Pupils learn about samba instruments and rhythmic patterns before working collaboratively to rehearse and perform as part of their own samba band.	Leavers: Our Song Composing and performing an original leavers' song in pop bands. Pupils combine bass lines, chords, melody and song structure while crafting lyrics using rhythm and rhyme to create a collaborative performance reflecting their time at school.
PE	Stamina & Dance Children will improve their stamina by performing with high energy and intensity for prolonged periods. Children will develop leadership skills by performing different roles in a team. Children will research different line dances to collect ideas and create one as a group. Through the theme of line dancing.	Strength & Negotiation Children will utilise their strength, flexibility, balance, control, jumps & lifts. Children will negotiate, compromise and reach agreement to develop a routine. They will design and create a routine using a range of movements, transitions and formations. Through the dance theme of cheerleading.	Attack & Defend Children will learn to implement attacking & defending tactics in competitive small sided games. Children will learn to work as a team to gain an advantage over opponents. Children to develop control over their emotions in competitive games. Through invasion games.	Listen & Survive! Children will learn to employ a range of practical bushcraft and survival skills. Children will learn to listen to the opinion of others and to review a range of options before reaching a decision. Through OAA, making a camp, ropes and knots, build a shelter, build and cook on a fire, pitch a tent, basic 1 st aid – Den Building Day/ Residential.	Athletics Children to improve their running times, jumping and throwing distances. Children will evaluate and recognise their own performance utilising i-pads. Children will strive for their personal best. Through Athletic events.	
Religious Education Kapow Religion and Worldviews	What do people think about God? Why doesn't Christianity always look the same? Exploring the spread of Christian beliefs worldwide. Children will look at how geography and history influence Christian practices.	Why are some places in the world significant to believers? Exploring why some places are significant to some religions.	Why do Abrahamic religions look different around the world? Building on comparisons about origins of the Abrahamic religions.	Why is there suffering? (Part 1) Using critical thinking skills to consider their own and others' ideas about beliefs about why there is suffering.	Why is it better to be there in person? Children find out about significant religious and non-religious journeys.	Why is there suffering? (Part 2) Developing their understanding of suffering.

PSHE My Happy Mind Year 5	My Happy Mind – Meet Your Brain My Happy Mind – Places	My Happy Mind – Celebrate	My Happy Mind – Appreciate Healthy Lifestyles	My Happy Mind – Relate Friendships Families and Close Positive Relationships	My Happy Mind – Engage Change and Growing – Big Changes Safe Relationships – All kinds of love	Shared Responsibilities Ourselves, Growing and Changing – Grief Ourselves, Growing and Changing – Transition
PSHE My Happy Mind Year 6	My Happy Mind – Meet Your Brain My Happy Mind – Places	My Happy Mind – Celebrate Shared Responsibilities Showing Respect and Managing Hurtful Behaviour Communities	My Happy Mind – Appreciate First Aid Drugs, Alcohol and Tobacco	Media Literacy Digital Resilience My Happy Mind – Relate Safe Relationships Change and Growing – Reproduction	My Happy Mind – Engage Be Your Best Year 6 Transition	Year 6 Transition
Spanish Language Angels Curriculum	Phonics 3 & 4 Do you have a pet? Children will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have. They will move from 1 st person singular to 3 rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	Family Children will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Children will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1 st person singular to 3 rd person singular.	At the café Children will have the knowledge and skills necessary to perform a short role-play in a Spanish cafeteria. This unit consolidates much of the grammar covered previously (nouns, gender, determiners and plurality). Children can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.		What is the weather? Children will have the knowledge and skills to describe the weather and present a weather forecast. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.	Planets In this cross-curricular unit children will learn about the planets and the Solar System. They will learn a key set of adjectives and will apply knowledge of adjectival agreement to describe the Solar System elements and will also work on creating longer and more detailed sentences, with conjunctions and intensifiers to extend their descriptions. Children will build towards performing a role-play task in pairs for a pretend interview between an astrophysicist and an astronaut preparing for a space expedition.