Year 6 - Term 5 and 6

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| Topic Title – **Belonging** |
| Science**Context – Living things and habitats (Term 5)**Key Skills/Objectives* Recognising and classifying living things, understanding the meaning behind ‘living things’
* Understand the seven living processes
* Exploring the different types of habitats and understanding their features
* Investigating habitats and the living things that live there (world--‐wide, British isles, local area and school grounds).
* 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 reason for classifying plants and animals based on specific characteristics

**Context – Inheritance and Evolution (Term 6)**Key Skills/Objectives* Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
* Recognising how living things produce offspring of the same kind and how inheritance demonstrates traits.
* Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents
* Identifying how plants and animals are adapted to suit their environment in different ways and that adaptation may lead to evolution
* Research and understand important scientists who have influenced the work and scientific field in genetics, inheritance and evolution.

Key Skills:* Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests
* Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
* Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
* Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
 | GeographyEnquiry questions:* **How is climate change affecting the world?**
* **What causes natural disasters?**

**Context: Human & Physical Geography**: **Locational Knowledge –** **Natural disasters** We will be focusing on causes of human displacement. The children will explore the causes of natural disasters and how some humans have adapted to lifestyles to survive these dangerous phenomena.**Context: Place knowledge** Exploring natural hazards and their affects. Children will complete an enquiry into tornadoes and consider how these affect civilians in well-developed countries and less-developed countries as well as the severity of different tornados and how this can affect a country’s population, environment and economic well-being.**Context: Geographical skills:** use maps, atlases, globes and digital mapping to locate countries, describe features studied and complete research for own lines of enquiryKey Skills:* Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time
* 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)
* Explain and discuss a range of reasons for geographical similarities and differences between countries
* Explain how locations around the world are changing and explain some of the reasons for change
* Collect and analyse statistics and other information in order to draw clear conclusions about locations
* Identify and describe how the physical features affect the human activity within a location
* Explain how countries and geographical regions are interconnected and interdependent
* Use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location
 | HistoryEnquiry questions:* **What is migration?**
* **How did the experiences of the Windrush generation develop an inclusive concept of citizenship in the UK?**

**Context:** **Migration patterns and the impact of the British Empire (Term 5)** Where did migration start? We will be exploring the migration throughout history and how the human race has depended on migration for survival. We will be explore the impact of the British Empire on Britain and the colonies. **Windrush (Term 6) – Studying the Empire Windrush and Carribean Migration**After WWII, most of the West Indian servicemen and women were demobbed and returned to their homes in the Caribbean. This unit will allow pupils to learn about the experiences of the Windrush elders and to celebrate the wide-ranging contributions and legacy of the Caribbean community in the UK.Key Skills: * Consider multiple points of view and how they might be perceived by others
* Explore the impact of stigma and reflect on assumptions about migration
* Recognise what makes us human
* Understanding different types of causes of an event/s
* Describe and make links between events/changes
* Give detailed reasons for events and changes
* Use sources of information to support ideas
* Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions
* **Evaluate** evidence to choose the most reliable forms.
* Know that people both in the past have a point of view and that this can affect interpretation.
* Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
* Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
* Investigate own lines of enquiry by posing questions to answer.
* Reach a valid and substantiated conclusion to an enquiry e.g pose questions, select appropriate evidence and use this to produce a valid conclusion.
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| Art and design**Context – Artwork inspired by various refugee and asylum seeker artists (Term 5)****Skill: Painting**Pupils will undertake an in-depth study of different artwork created by refugee and asylum seeker artists, comparing themes and exploring style and technique before selecting and applying these to their own creations.Key skills:* Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
* Adapt their work according to their views and describe how they might develop it further.
* Create shades and tints using black and white.
* Choose appropriate paint, paper and implements to adapt and extend their work.
* Carry out preliminary studies, test media and materials and mix appropriate colours.
* Work from a variety of sources, inc. those researched independently.
* Show an awareness of how paintings are created (composition).
 | Design Technology**Context – Electrical systems (Torches)**Pupils will explore series circuits considering how the design cycle can be approached at a different starting point by investigating an existing product to encourage problem-solving and understanding about how the product has been constructed, ready to develop their own.Key skills:- Use different types of circuit in product- Think of ways in which adding a circuit would improve product- Program a computer to monitor changes in environment and control product- Draw on market research to inform design- Use research of user’s individual needs, wants, requirements for design- Identify features of design that will appeal to the intended user- Create own design criteria and specification to develop innovative design ideas- Use annotated sketches, cross-sectional planning and exploded diagrams - Clearly explain how parts of design will work, and how they are fit for purpose- Independently model and refine design ideas by making prototypes and using pattern pieces- Produce suitable lists of tools, equipment, materials needed, considering constraints- Evaluate quality of design while designing and making; is it fit for purpose?- Evaluate ideas and finished product against specification, stating if it’s fit for purpose- Test and evaluate final product; explain what would improve it and the effect different resources may have had- Do thorough evaluations of existing products considering: how well they’ve been made, materials, whether they work, how they’ve been made, fit for purpose | Computing**Context – Creating Media: 3D modelling/printing (Term 5)Data and information (Term 6)****E-safety: Health, well-being and lifestyle; managing online information**Key Skills:* To use a computer to create and manipulate three-dimensional (3D) digital objects
* To compare working digitally with 2D and 3D graphics
* To construct a digital 3D model of a physical object
* To identify that physical objects can be broken down into a collection of 3D shapes
* To design a digital model by combining 3D objects
* To develop and improve a digital 3D model
* To print a design that they have created using the 3D printer
* To identify questions which can be answered using data
* To explain that objects can be described using data
* To explain that formula can be used to produce calculated data
* To apply formulas to data, including duplicating
* To create a spreadsheet to plan an event
* To choose suitable ways to present data
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| French**LE WEEK-END**• Tell the time in French using quarter past, half past and quarter to. • Say and write in French what we do at the weekend using two or more sentences. • Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.**Key Skills:**To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.**Key vocabulary:**Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question qu’est-ce que tu fais le week-end?**Habitats:**• Say and write the key elements animals and plants need to survive. • Name the 5 most common types of habitats. • Name an animal and a plant that live and grow in each type of habitat. • Name an adaptation of each plant and animal mentioned in the unit. • To look more closely at the verbs regular -er verbs habiter and pousser and in particular the 3rd person singular conjugation.**Key Skills:**To write longer more interesting sentences, that include a habitat, a plant and a relevant animal that live in that habitat. Expanding sentences to include an adaptation of each plant and/or animal in that habitat.**Key vocabulary:**Key vocabulary connected to the 5 types of habitats and the 5 animals and plants that live in each habitat. We will also see language for an adaptation for each plant and animal. | Religion and World Views**Christianity - U2.6 – For Christians, what kind of king is Jesus?**- Explain connections between biblical texts and the concept of the kingdom of God.- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.- Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. - Show how Christians put their beliefs into practice in different ways.- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. - Articulate their own responses to the idea of sacrifice, recognising different points of view.**U2.12 – How does faith help people when life gets hard?**- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).- Make links between religious beliefs and teachings and why people try to live and make the world a better place. - Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek).- Describe some examples of how people try to live (e.g. individuals and organisations). - Identify some differences in how people put their beliefs into action.- Raise questions and suggest answers about why the world is not always a good place and what are the best ways of making it better. - Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas. - Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving food reasons for their views. | Music**Context – Fingal’s Cave by Mendelssohn**Children will develop their understanding and use of dynamics, pitch and texture by appraising the work of Mendelssohn and further develop the skills of improvisation and composition.Key Skills: * Play and perform in solo and ensemble contexts
* Have a greater understanding of melody, words and their importance and how to interpret a song musically.
* Listen with attention to detail and recall sounds
* Use correct musical language consistently to

describe the music and feelings towards it.* Engage in discussion about the sounds of an orchestral piece.
* Have a selection of varied vocabulary in response to what they hear.
* Change dynamics and pitch, differentiating between the two.
* Take the role of conductor or follow a conductor.
* Change texture within their group improvisation and talk about its effect.
* Create a graphic score to represent sounds.
* Follow the conductor to show changes in pitch, dynamics and texture.
* Develop understanding of a history of music by exploring and learning songs inspired by different genres
* Review, compare and evaluate music studied
* Complete music appraisals sharing personal responses and detailed ideas
* Improvise and compose music based on a known piece
* Listen with security and confidently

recognise/identify different style indicators anddifferent instruments and their sounds. |
| Physical Education**Context – Athletics and Swimming (Term 5)** **Cricket and Swimming (Term 6)**Cricket:* Consolidate bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games.
* Demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games.
* Apply tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.
* Apply life skills such as integrity and self discipline by playing by the rules and leading others by example.

Athletics:* Apply a refined understanding of running for speed, pacing, throwing and jumping for distance.
* Develop skills for finishing a race
* Evaluate our performance
* Sprinting: Practise skills and build stamina to achieve a personal best
* Develop effective relay changeovers
* Understand how to hold and throw a shothot put safely and effectively
* Develop skills for using the hurdles in races

Swimming:* Swim competently, confidently and proficiently over a distance of at least 25 metres
* Use a range of strokes effectively *(front crawl, backstroke and breaststroke)*
* Perform safe self-rescue in different water-based situations

Key skills:* Understand and use principles of warm up and good health
* Participate in games with understanding of tactics and rules
 | **PSHE:** **Context – Healthy Me (Term 5)****Relationships (Term 6)****Healthy Me:** Key skills/objectives:* Know how to take responsibility for their own health
* Know what it means to be emotionally well
* Know how to make choices that benefit their own health and well-being
* Know about different types of drugs and their uses
* Know how these different types of drugs can affect people’s bodies, especially their liver and heart
* Know that stress can be triggered by a range of things
* Know that being stressed can cause drug and alcohol misuse
* Know that some people can be exploited and made to do things that are against the law
* Know why some people join gangs and the risk that this can involve

**Relationships:**Key skills/objectives:* Know that it is important to take care of their own mental health
* Know ways that they can take care of their own mental health
* Know the stages of grief and that there are different types of loss that cause people to grieve
* Know that sometimes people can try to gain power or control them
* Know some of the dangers of being ‘online’. Repeating risks of online communities/ gamings
* Know how to use technology safely and positively to communicate with their friends and family

Transition week to Secondary school: Managing change and the emotions that come with this and building relationships with new teachers **P4C and Debate**Key skills:- Listen and respond appropriately to adults and their peers- Ask relevant questions to extend understanding and knowledge- Articulate and justify answers, arguments and opinions- Give well-structured explanations with reasoning- Participate actively in collaborative conversations, staying on topic and initiating and responding to comments- Speak audibly and fluently with an increasing command of Standard English- Speak confidently to interest the listener(s)- Consider and evaluate different viewpoints, building on the contributions of others | Stunning start: **A Storm’s A Brewing!** On arrival, children will discover a powerful tempest has been unleashed and is threatening to wreck a ship. They will use their performance skills to explore this famous opening scene of Shakespeare’s *The Tempest* before improvising, creating and performing their own version of the opening scene.Marvellous middle**:** **Dragon’s Den meets The Apprentice**Year 6 become entrepeneurs designing and making products to sell, using the 3D printers, as part of our computing topic. Fabulous finish: **All The World’s A Stage**Year 6 celebrate their ‘belonging’ to Polegate School by creating and performing their Leavers Show to the whole school community.  |