Where is the safest place on Earth?

Year 6 Autumn 1 2024

Trips and visits: Shelter Box

Geography
Natural disasters

Intent: Children will look at a range of natural disasters; how they occur and the impact they have. They will look at the precautions people make in relation to natural disasters around the world. Children will explore the geography of flooding, droughts, volcanoes and Earthquakes.

Skills and knowledge:
Describe and understand key aspects of physical geography, including: rivers and the water cycle
Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Describe and understand key aspects of physical geography, including: volcanoes and earthquakes
Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Sticky knowledge:
The Earth is made up of layers. The top layer, the Earth's crust, consists of large slabs of rocks, called plates.
The plates move as the hot mantle flows beneath them. The movement of the plates causes earthquakes and leads to volcanoes erupting.
Rivers have many uses around the world, including cleaning, cooking, growing crops, transport and creating power.
A river has three main stages: upper course, middle course and lower course.
I can give an example of a natural disaster in history and the impact this had on a community.

Vocabulary: crater, disaster, dormant, eruption, magma, tsunami, Great African Rift Valley, Haiti,, Iceland, Japan, Mauna Loa, Pacific Ring of Fire, epicentre, plate boundary, confluence, flood plain, meander, mouth, source, tributary, altitude, estuary, lower course, middle course, upper course, Egypt, Ethiopia, South Sudan, Sudan, Uganda, United States of America

Subject composite: Children to visit the Shelter box charity.

Impact: Children will build on their locational knowledge of the world and will develop understanding of natural disasters. Children will be able to explain how flooding and earthquakes occur using geographical vocabulary. Children can explain how volcanoes form and what causes them to erupt. Children will understand the impact the disasters has on people and the measures people take to protect themselves.

Science - Living things and their habitats

Intent: Children build on their prior knowledge and explore conditions for life and group organisms. They learn about microorganisms for the first time. They explore classification systems including the work of Carl Linnaeus and work scientifically to answer enquiry questions.

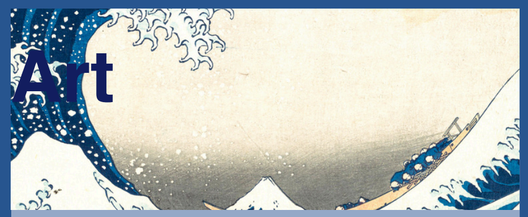
Skills, and Knowledge Components Focus
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
Give reasons for classifying plants and animals based on specific characteristics.
Identify scientific evidence that has been used to support or refute ideas or arguments.
Use and develop keys and other information records to identify, classify and describe living things.
Report and present findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral or written forms such as displays or presentation.

Sticky knowledge
A living organism moves, reproduces, grows and excretes.
A microorganism is tiny and can be seen using a powerful microscope. Examples of microorganisms are bacteria, viruses and fungi.
Scientists group organisms to organise animals and plants based on their features. Grouping helps us to understand how organisms are related to each other.
Classification keys can be used to identify different unknown animals based on their features.
Classification keys are made up of several yes or no questions.
Carl Linnaeus was a Swedish botanist who wrote a book called System of Nature. He is famous for developing the first system to classify animals.

Key vocabulary: organism, excretion, reproduction, living, non-living, vertebrate, invertebrate, flowering plant, non-flowering plant, classification, classification key, molluscs, arachnids, deciduous tree, evergreen trees, coniferous trees, microorganism, bacteria, virus, fungi, Carl Linnaeus

Subject composite: Children explore classification keys and answer enquiry questions. Children explore the work of Carl Linnaeus.

Impact: Children have a well developed knowledge of organisms and microorganisms. They are able to group and classify organisms giving clear explanations. Children have a well developed understanding of influential scientists.



Intent: Children become experienced and competent printers who build on their knowledge of printing to create lino prints.

Skills and knowledge:
To use cutting tools with increased accuracy.
To develop mastery of printing techniques.
To create sketch books to record their observations and use them to review and revisit ideas

Sticky knowledge:
I know that when using cutting tools I need to cut away from my body and fingers.
I know I can make a relief print by cutting away areas leaving the rest as relief shapes to take the colour for printing.
I know I can make a printing block, print with it and then take away more of the printing block to create another print.
I know prints make a mirror image.
I can talk about my final piece and what has inspired me.
I can talk about Hokusai's work 'The Great Wave'

Vocabulary: Monoprint, collagraph, lino printing block, relief print, cutting tools, surface, transferred, overlap, Etching, Engraving, Indentation, Hokusai

Subject composite: Children to create a print inspired by the work of Hokusai

Impact: Children can use cutting tools with accuracy to create effective lino prints. They can talk about a range of printing techniques and discus what they like/dislike and their preferred method.

How did WW2 impact children?

Year 6 Autumn 2 2024

Linked Texts: Goodnight Mr Tom, Beyond the Lines, Letters from the Lighthouse, Private Peaceful, Flossies Diary

History

Intent: This study extends pupils chronological knowledge of British history beyond 1066. Children will study key events in WW2 and link these to childhood.

Skills and knowledge
Talk in depth about the theme in relation to other historical events and the impact of these linking to modern day.
Understand the methods of historical enquiry, including how it is used to make historical claims.
Identify significant events, make connections, draw contrast and analyse trends
Language specific to topic

Sticky knowledge
I know that WW2 started in 1939 when German troops invaded countries under the leadership of Adolf Hitler
I know that the Battle of Britain and the Blitz were in 1940
I know that 3.5 million children were evacuated to the countryside
I know that Anne Frank was a Jewish girl who kept a diary during WW2.
I can talk about the impact that WW2 had on childhood.

Key vocabulary: Adolf Hitler, Battle of Britain, The Blitz, evacuees, Anne Frank, rationing, D-Day, Winston Churchill, primary and secondary sources, comparison, impact

Subject composite: Children plan the Remembrance day events for the school.

Impact: Children have a clear chronological understanding. They understand the impact the War had on children and make comparisons between their lives and those children living in different parts of Britain during WW2.

Science Circulatory system

Intent: Children will develop a clear understanding of the circulatory system and an understanding of the function of each of it's parts.

Skills and knowledge:
Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
Describe the ways in which nutrients and water are transported within animals, including humans.
Explore ideas and raise different kinds of questions
Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.
Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.
Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.

Sticky knowledge:
The circulatory system moves blood around the body and is made up of the heart, blood vessels and blood.
The blood vessels that move blood towards the heart are called veins.
The blood vessels that move blood away from the heart are called arteries.
Blood transports nutrients and oxygen to all parts of the body, and takes waste such as carbon dioxide away.
The heart is a muscle which pumps blood around the body and it is split into four chambers. It has two atria and two ventricles.

Vocabulary: circulatory system, heart, blood vessels, veins, arteries, capillaries, red blood cells, white blood cells, lungs, nutrients, plasma, oxygen, heart, atria, ventricles, oxygenated blood, deoxygenated blood, dissection

Subject composite: Children to watch a dissection of a heart and discuss what they see and what each part does.

Impact: Children have an understanding of their bodies and how the circulatory system works.

Science Diet, drugs and lifestyle

Intent: Children learn how to keep themselves safe and healthy and build on their knowledge of diet and lifestyle.

Skills and knowledge:
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
Identify scientific evidence that has been used to support or refute ideas or arguments.
Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
Use test results to make predictions to set up further comparative and fair tests.

Sticky knowledge:
A balanced diet is made up of the right amounts of carbohydrate, fats, proteins, vitamins, minerals, fibre and water.
Saturated and trans fats can cause weight gain and heart disease.
A drug is a chemical that can change the way your body or brain functions.
Some drugs are legal and some are illegal.
Smoking damages the body and causes breathing problems. It also increases the risk of heart and lung disease.
Nicotine is highly addictive.

Vocabulary: balanced diet, calories, unsaturated fats, saturated fats, trans fats, drug, painkiller, stimulants, depressants, cigarette, vape, tar, nicotine, carbon monoxide, addiction, exercise, circulatory system

Subject composite: Children take part in scientific enquiries after learning about diet, drugs and exercise.
Impact: Children will be well informed about how to keep themselves safe and healthy and will be inspired to make positive choices in the future.

Art/DT Textiles

Intent: Students explore a range of textile techniques and develop their sewing and design skills, including stitches like running stitch, cross stitch, and backstitch, and the use of embellishments.

Skills and knowledge
To develop ideas through exploring and recording experiences and imagination
To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials.
To learn about great artists, craft makers, and designers, and understand the historical and cultural development of their art forms.
To generate, develop, model, and communicate ideas through discussion, annotated sketches, prototypes, and pattern pieces.
To 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.

Sticky Knowledge:
I know how to do different stitches like running stitch, cross stitch, and backstitch, and when to use each one.
I can add decorations to my work, like sewing on buttons or using pieces of fabric to make it look more interesting.
I understand how to use different materials and tools in textiles, like choosing the right fabric and threading a needle.
I can design my own textile project, starting with an idea, drawing it out, and then choosing materials to bring it to life.

Key vocabulary: running stich, cross stich, backstitch, applique, embellishment, template, threading, needle, fabric, texture, textiles, stuffing

Subject composite: Children to design and make their own blood bags for a display raising awareness of blood donation.

Impact: Children are empowered by gaining both the skills to create with textiles and a powerful purpose behind their work. It encourages them to see themselves as young artists with the potential to contribute positively to their community and the world, using creativity as a bridge to deeper understanding and awareness.