

Where is the safest place on Earth?

Year 6 Autumn 1 2024



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.

Trips and visits: Shelter Box



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 discuss what they like/dislike and their preferred method.