

Thurgoland CE Primary School

Learning Together in Faith and Joy

Year 6
Spring Term

Geography

Exploring Scandinavia

Locational knowledge – Children will be able to locate Scandinavia's countries and major cities on a world map. Children will also gain knowledge of the counties and cities of the UK.

Place knowledge – They will identify aspects of human geography and ask a variety of questions to find out about the human geography of Scandinavia. They will compare the human geography of the three Scandinavian countries. Children will explore the similarities and differences in physical and human geography of Scandinavia and a region of the UK.

Human and physical features – Children will explore the physical features of Scandinavia, including glaciers, fjords, mountains, lakes and waterfalls. They will also explore the climate and weather of Scandinavia.

Skills and field work – Children will become increasingly independent in using an atlas.

History

Anglo- Saxons and Vikings

Chronological Understanding - Place current study on a time line in relation to other studies Children will recap when and why the Romans left Britain and consider what happened in the period after their departure. They will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.

Knowledge and Understanding - Children will recap the agreement between AngloSaxons and Vikings. They will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.

Historical Interpretation and Enquiry Find out about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016. They will use fact cards and various sources of evidence to identify the role various people played and order events into a coherent chronological narrative. Children will consider a range of sources to help them understand the difference between oral histories and archaeological histories. They will discuss different interpretations of history, how accurate they are and if they are fact, fiction or opinion.

PE

Schemes: iMoves and Real PE

Games – Handball / Tag Rugby / Basketball

Through our Real PE scheme our first unit will focus on social skills in PE through developing dynamic balance and counter balance in pairs. Our second unit will develop physical skills with a focus on static balance, dynamic balance and agility.

Dance and gymnastics – Well-being Activities

Develop flexibility, strength, technique, control and balance.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Perform dances using a range of movement patterns.

Science - Light and the eye

Recognize that light appears to travel in straight lines.

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Computing

We are market researchers/interface designers

To create a set of goof survey questions. To analyse the data obtained from a survey. To work collaboratively to plan questions. To conduct an interview or focus group.

To analyse and interpret the information obtained from interviews or a focus group. To present their research findings

DT

Using computer-aided design (CAD) to make a drawstring bag

Visit to a local Dress Makers

Designing

Learn about designers who have created ground-breaking textile products.

Investigate, analyse and evaluate a range of existing textiles products and how they have been constructed using disassembly. Develop, model and communicate ideas through taking, drawing, templates, mock-ups and prototypes using computer aided design. Carry out research ie questionnaires to establish needs, wants and values of particular groups.

Making

Produce detailed lists of equipment and fabrics relevant to their task and form step by step plans. Select from and use a wide range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Use a range of techniques for decorative affect – applique, quilting, using a range of threads.

Evaluating

Compare the product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider how sustainable materials in their products are and how much they cost to make.

PSHE

Health and well-being

Goal setting, achievements and aspirations. Balanced lifestyle, choices, health and well-being Balanced diet, choices, food, influences. Media and image

Relationships

Healthy relationships – forced marriage. Confidentiality, secrets, surprises, personal safety

Living in the wider world

Human rights and children's rights. Practices against human rights. Anti-social behaviour. Aggression, bullying.

RE

Visit to Sheffield Cathedral and Mosque.

What is the best way for Muslims to show their commitment to God?

We are learning to understand some of the ways Muslims show commitment to God and evaluate whether there is a best way.

What difference does the resurrection make for Christians?

Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.

Music

Scheme: Charanga

Visit to perform at Young Voices Concert

Genres: Class orchestra – Ukulele, Western Classical, Gospel, Bhangra, Pop and Motown.

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Musical activities to include games to internalise, understand and feel, know how the dimensions of music work together. Exploring the link between sound and symbol. Singing and learning about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. Composition to create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. Performing and sharing in the class.

Modern Foreign Languages: French

Understand the main points in a spoken story, song or passage.

Understand longer and more complex phrases or sentences.

Engage in conversations and perform them in front of others.

Read and understand the main points and some detail from a short written passage.

Match sound to sentences and paragraphs.

Art - Wassily Kandinsky

When studying the art of painters and printers (ie Kandinsky and Stanley William Hayter) from the 20th century, discuss elements of perspective, composition, tone and line. In own sketches based on art work studied and own imagination, drawn on the range of techniques learnt and choose carefully for effect from range of media. Show understanding of composition, perspective, light and dark and how to create mood and feeling.

Use a range of materials to research a task e.g. books, magazines, artefacts.

Produce own designs based on this research. Use software to aid the design process. Draw on previous printing experiences to print independently, printing with increased detail and use of overlapping, rotating, reflecting. Experience relief (lino printing), silk screen printing. Combine mixed media with collage and monoprinting to create a unique, abstract print. Look at intentions of a piece of work and discuss the process of creation.