

Thurgoland CE Primary School

Learning Together in Faith and Joy

Year 6
Spring Term

Geography

Why are mountains so important?

Locational knowledge – Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time.

Place knowledge – Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.

Human and physical features – Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy and food.

Skills and field work – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

PE

Schemes: iMoves and Real PE

Games

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.

History

Vikings – Raiders or settlers?

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 - Pupils understand how the Vikings gained their reputation. They understand that it was exaggerated by the accounts written by monks. They grasp that until recently monks' records were main source of evidence. They can distinguish between a Saxon and Viking account of the same event. Pupils can locate places with 6 of main Viking suffixes from a given map. They can detect patterns of occupation and can investigate pre-fixes too. Be able grasp that Vikings simply changed Saxon town/village names by adding a suffix and can distinguish between Roman, Saxon and Viking place names.

Historical Interpretation and Enquiry Pupils grasp the significance of archaeological evidence esp. recent finds at Jorvik. They can identify which source historians used when making statements, e.g. about trade routes and jewellery so that they can see that Vikings were more than simple raiders; they also traded. They grasp the importance of finds at Jorvik- York in shaping our revised view of the Vikings. Pupils can look at a source and explain what a historian can infer from it without prompting.

Music

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.

DT

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

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.

Science

Light and the Eye

Recognise 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.

Working scientifically

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Select the most appropriate type of scientific enquiry to answer questions.

Using previous test results to make predictions to set up further comparative and fair tests.

Be more independent in making decisions that influence an investigation. E.g. How many measurements need to be taken.

Be aware of secondary sources and how they can also be used for investigations.

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Discuss conclusions and scientific ideas with relevant scientific language and

Be more independent in making decisions on how to record and present findings.

Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Identifying scientific evidence that has been used to support or refute ideas or arguments.

Computing

We are Datahandlers

Children learn how to create a spreadsheet and collect data that answers a mathematical problem relating to probability.

Children can use a spreadsheet to model a real-life situation.

Learn to create spreadsheets which contain visual elements such as suitable graphs which represent their data. They will select an appropriate graphical representation of their data from the available choice.

They can create a computational model which successfully solves a given problem.

They interrogate and refine data with increasing efficiency. For example, children create a spreadsheet to answer a mathematical question, creating a computational model or to support with planning a school event. They learn to use advanced features such as the 'formula wizard' for efficiency and know the best layouts to use to support easier interrogations of data.

We are Bloggers

Children will identify the purpose of writing a blog and the features of successful blog writing.

They will plan the theme and content for a blog and understand how to write a blog.

They consider the effect upon the audience of changing the visual properties of the blog and understand the importance of regularly updating the content of a blog and how to contribute to an existing blog.

Children learn how to incorporate additional media into blogs.

They learn how and why blog posts are approved by the teacher.

Children learn the importance of commenting on blogs and peer-assess blogs against the agreed success criteria.

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.

Food Technology

Energy Bar – Foods for Trekking Mountains

Research, taste and compare current products on the market. Look at the nutritional facts of each product and know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. Design, make and evaluate your own energy bar. Know that recipes can be adapted to change the appearance, taste, texture and aroma.

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.

Write sentences on a range of topics using a model.

Compare attitudes towards aspects of everyday life.

Recognise and understand some of the differences between French and British culture.

Art and Design

Wassily Kandinsky

When studying the art of painters and printers (ie Kandinsky, Gunta Stolz and Stanley William Hayter) from the 20th century, discuss elements of 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; discuss the process of creation and modifications to be made throughout the process.