



Year Group	Term (Autumn/Spring/Summer)	Theme	Subject	Key Knowledge	Key Skills	Key Vocab
Year 6	Spring	Climate Change: Be the Change	History	NA		
Year 6	Spring	Climate Change: Be the Change	Geography	<p>To understand the terms longitude and latitude, in depth (In relation to grid referencing)</p> <p>To know why recycling is important and understand the positive benefit this has on the environment.</p> <p>To know the environmental changes that have occurred at the Arctic and Antarctic Circle.</p> <p>To know the key features of mountains, volcanoes and earthquakes.</p> <p>To know the names of different climate zones.</p> <p>To know the features of a vegetation belt.</p>	<p>Name, locate and describe the counties of the United Kingdom, comparing and contrasting the human and physical characteristics of two regions.</p> <p>To be able to name, compare and contrast two cities from different counties of the United Kingdom.</p> <p>To be able to describe key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>To be able to understand and describe the importance of recycling and explain the impacts this has on our environment, climate and oceans.</p> <p>To be able to identify the position of the Arctic and Antarctic Circle and research and describe the</p>	Hills, mountains, coasts, rivers. Climate changes, impacts, Antarctic, Arctic
Year 6	Spring	Climate Change: Be the Change	RE	<p>To understand if Sikh stories still have relevance today</p> <p>To understand why and where Sikhs congregate and what happens there.</p> <p>To understand what it means to be a Buddhist and if we all be enlightened</p> <p>To understand what makes a good Buddhist</p>	<p>Be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, to give an informed account of the many ways that religious believers feel that they can connect to God</p> <p>Be able to refer to symbols, stories, religious teachings, places of worship, acts of worship and analyse and explain a variety of different interpretations of language, expression and symbolism</p> <p>Be able to describe and connect the different religions in terms of festivals, rituals etc in a variety of ways</p> <p>Be able to refer to keywords and scripture to analyse what motivates religious people to behave and act in the way that they do.</p> <p>Be able to analyse the reasons why some religious people practise their way of life within a community of some believers practise their way of life alone</p> <p>Be able to analyse a religious teaching from scripture or a quote from a religious leader, founder or inspirational person. Consider how it can be inspirational to a person of any or no faith</p> <p>Be able to with confidence use the correct vocabulary to explain the significance of different forms of religious and moral expression for believers</p> <p>Be able to give an informed and well-argued account of your own beliefs about meaning, purpose and truth and evaluate these in comparison to wide variety of religious and moral teachings</p> <p>Be able to consider beliefs and teachings, practises and ways of life to analyse religious and moral responses to a modern ethical issue, and argue how far you personally agree with these religious and moral standpoints</p> <p>Be able to reflect and confidently use reasoning to express their views and ideas and those of others</p>	<p>Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.</p> <p>Generosity, Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Siddhartha, 8 paths</p>

Year 6	Spring	Climate Change: Be the Change	Art	<p>Understand how perspective works with our eyes          Know what colours affect or mood and why          Know methods in which fabric have been used mixed media pieces          Know how a sketchbook is used to record thought, ideas and to demonstrate our feelings and emotions          Know how patterns attract different types of people, such as to a book cover, and where the screen printing originated</p>	<p><b>Drawing</b>          Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour          Look at the effect of light on an object from different directions          Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint          Produce increasingly accurate drawings of people          Produce increasingly detailed preparatory sketches for painting and other work          Introduce the concept of perspective          Work on a variety of scales and collaboratively          Independently selects materials and techniques to use to create a specific outcome  <b>Colour:</b> Controlling and experimenting particular qualities of tone, shades, hue and mood          Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces          Considering colour for purposes          Use colour to express moods and feelings          Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint          Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed          Consider artists use of colour and application of it (Pollock, Monet, Chagall)  <b>Texture</b>          Develop experience in embellishing, pooling together experiences in texture to complete a piece - applique, drawing, sticking, cutting, paint, weaving, layering etc          Applies knowledge of different techniques to express feelings          Use found and constructed materials          Work collaboratively on a larger scale  <b>3D Form</b>          Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings  <b>Printing</b>          Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief          Recreates a scene remembered, observed or imagined, through collage printing          Screen printing          Explore printing techniques using by various artists  <b>Pattern</b>          Organise own patterns          Use shape to create patterns          Create own abstract pattern          Patterns reflect personal experiences and expression          Creating pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.          Look at various artists creation of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)          Discuss own and artists work, drawing comparisons and reflecting on their own creations</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay          3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>
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Year 6	Spring	Climate Change: Be the Change	Computing	<p>To know how to use search technology effectively.</p> <p>To know how to evaluate digital content.</p> <p>To know how to communicate and collaborate online.</p> <p>To know how to use technology safely, respectfully and responsibly.</p>	<p>Use technology safely and respectfully, keeping personal information private and identify where to go for help and support.</p> <p>Understand the opportunities computer networks offer for communication and collaboration.</p> <p>Select, use and combine a variety of software to design content that accomplishes a given goal.</p> <p>Use search technologies effectively and appreciate how results are selected and ranked.</p> <p>Understand computer networks, such as the internet.</p>	<p>Sequence, selection, repetition, variable, input, output, communication, collaboration, evaluate, present.</p>
Year 6	Spring	Climate Change: Be the Change	DT and Cooking and Nutrition	<p>To know seasonality of foods and know how foods are grown, caught, reared and processed</p> <p>To know the basic principles of a healthy and varied diet to keep the body active/healthy, including drinks</p> <p>To know how to cook predominantly savoury dishes using different cooking techniques</p>	<p>To be able to explain their choice of materials and components according to the design criteria and functionality of the product</p> <p>To accurately assemble, join and combine materials and components using the appropriate resources for the function</p> <p>To prepare and cook foods using a eat source, using appropriate technique and safely.</p> <p>Understand that different foods and drinks contain different substances (nutrients, water, fibre) that are needed for health</p>	<p>innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control savoury, reared, caught, processed, Seasons, growing, planting, food miles</p>
Year 6	Spring	Climate Change: Be the Change	Music	<p>To know about lyrics and their importance in a song.</p> <p>To know about music in nature, such as the dawn chorus or bird call.</p> <p>To know how to recreate sounds using percussion instruments or homemade instruments.</p> <p>To know how to describe music, including dynamics, timbre, tempo and structure.</p>	<p>Improvise and compose; listen: and play and perform: improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Play and perform in solo and ensemble contexts, using musical instruments, with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Orchestra, choir, duet, ensemble, harmony, flat, sharp, major, minor, performance, genre, pitch, crescendo, decrescendo, dynamics, duration.</p>
Year 6	Spring	Climate Change: Be the Change	Science	<p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>nutrients, skeletons, muscles, movement, support, protection, fish, amphibians, reptiles, birds, mammals, invertebrates, molluscs, snails, slugs, worms, spiders and insects, ferns, mosses, nature reserves, ecologically planned, pollution, mouth, tongue, teeth, oesophagus, stomach, small and large intestines, carnivores, herbivores, canines, incisors, molars, pre-molars, invertebrates, vertebrates, insects, reptiles, amphibians, humans, mammals, fish, plants, classify, carnivore, omnivore, herbivore, plants, animals, energy, food chain, predator, consumer, producer, teeth, incisors, canines, pre-molars, molars, nutrients, skeletons, muscles, movement, support, protection, fish, amphibians, reptiles, birds, mammals, invertebrates, molluscs, snails, slugs, worms, spiders and insects, ferns, mosses, nature reserves, ecologically planned, pollution.</p>	<p>nutrients, skeletons, muscles, movement, support, protection, fish, amphibians, reptiles, birds, mammals, invertebrates, molluscs, snails, slugs, worms, spiders and insects, ferns, mosses, nature reserves, ecologically planned, pollution, mouth, tongue, teeth, oesophagus, stomach, small and large intestines, carnivores, herbivores, canines, incisors, molars, pre-molars, invertebrates, vertebrates, insects, reptiles, amphibians, humans, mammals, fish, plants, classify, carnivore, omnivore, herbivore, plants, animals, energy, food chain, predator, consumer, producer, teeth, incisors, canines, pre-molars, molars, nutrients, skeletons, muscles, movement, support, protection, fish, amphibians, reptiles, birds, mammals, invertebrates, molluscs, snails, slugs, worms, spiders and insects, ferns, mosses, nature reserves, ecologically planned, pollution.</p>

Year 6	Spring	Climate Change: Be the Change	NOTES	<p>Classroom Environment - the classroom is themed around climate change with protest posters, environment language, recycling and rubbish scattered around a forest / green area. Our book/reading corner has an ice berg with comfy sofas.</p> <p>Class Reader - The Explorer by Katherine Rundell</p> <p>Other significant books - The Last Tree in the City, The Song of the Dolphin Boy, What a Waste, Where the World Turns Wild, Dear Greenpeace.</p> <p>Cross curricular writing will include - recipes, non-chronological reports and biographies on Sir David Attenborough, geographical comparison studies of the UK, science work on adaptation, inheritance and evolution.</p> <p>Visits and Visitors - physical and human geographical virtual tour (Google Earth)</p> <p>Superb Starter - Introduction to project through art: an exciting study on the theory of colour and how this is used in famous pieces of artwork (lots of sketchbook work).</p> <p>We will begin our project by exploring the UK in geography, identifying countries, regions and human and physical geography. We will begin a study on the life of Sir David Attenborough and how he has impacted the way we take care of our planet for years. We will use texts in English to retell stories; write persuasive letters to humans to take care of planet Earth; and write sets of instructions to take care of plants. In science, we will begin to look at evolution, inheritance and adaptation (of animals and plant life). In art, we will explore colour theory and how artists use colour effectively.</p> <p>Mix it Up Middle - Cooking day to explore eating a plant-based diets (savoury cooking and recipe writing).</p> <p>In music, we will explore music in nature, such as the dawn chorus, and begin to compose and perform our own pieces based on this. In geography, we will move on to natural disasters and learn, in depth, how human's actions impact our planet's climate. We will study other countries and how effective their attempts are at controlling the rising climate. Using the BBC as a source, we will also explore documentaries and the impact they have on our approach to animals and plant life. In D&amp;T, we will look at upcycling preowned products to give them a new lease of life.</p> <p>Enthralling Ending - Eco Dress Up Day! All to wear green and take part in eco-themed activities.</p> <p>RE themed days will be focusing on Buddhism and Sikhism.</p>
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