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| **Y6 Autumn Term – 2019**  **Grand Finale: St James festival of learning**  **CHRISTMAS** | | | | | | |
| Chapter 1 – Only the brave!  Invictus- poem  Shackleton’s journey- fiction  **Chapter 2**  Non-fiction – Diary of Shackleton’s journey  Still I Rise- poem  **Chapter 3**  Everest- fiction  Non-fiction – Everest – Newspaper report | | | **Curriculum texts.**  Non-fiction texts on Nelson Mandela, Martin Luther King, Charles Darwin, E.Pankhurst and Malala Y.  On the origin of species, Charles Darwin – around the world adventures, the cold book, Artic and Antarctic, the story of life, all about evolution, Her story – 50 women who shock the world, national geographic kids,  ***Spelling***  Taken from the national curriculum and Year 5-6 spelling list  Whole class reading – Wonder. | | | |
| **NC Content:** Geography | | **NC Content:** Science | **NC Content: History** | | NC Content:- Art | |
| Geography  **A frozen adventure**   * Accurately describe and compare the human and physical; features of locations. * Accurately locate places, landmarks, features on an increasingly complex set of maps and devices. * Talk about and describe countries around the world in terms of their human and physical geography. * Draw detailed sketch maps and plans using 4 and 6 figure grid references, symbols and keys. * Describe areas of the world in terms of climate zones, biomes and how they affect people and the environment - climate change.   Present a range of work in a range of methods. | | KPI’s- Evolution and Inheritance   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.   KPI’s- Classifying Living Things   * Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals * Give reasons for classifying plants and animals based on specific characteristics. | * **Events after 1066** * **Use of chronological order.** * **Describe cause and their effects on individuals and society.** * **Impact of change across the world.**   **History**  Women through time!   * Talk about he main changes in a period of history using precise historical vocabulary. * Use a timeline to talk about the changes and developments in culture, technology, religion and society. * Ask historical questions and choose reliable sources of evidence to find answers. Realise that there is often more than one answer. * Choose how to present information for an audience using a wide range of methods, making sure that they use historical vocabulary and dates. * Use a wide range of sources to find out about the past and give clear reasons why there may be different accounts of history. * Evaluate evidence and select the most reliable form. | | Only the Brave - Portraits in a range of medias of inspirational people.   * Create sketch books with ideas, research, annotations, sketches and explain how they use it to inform their work. * Analyse the ideas, methods and approaches used in their own and others work and evaluate it based on its intended purpose. * Draw in a variety of ways and media, including technical drawings. * Draw in their own style. * Create visual and tactile collages using a variety of meid and methods for a given purpose. | |
| **Skills –** Geography | | **Skills –** Science | **Skills – History** | | Skills - Art | |
| * Accurately describe and compare the human and physical features of locations. * Accurately locate places, landmarks, features on an increasingly complex set of maps and devices. * Talk about and describe countries around the world in terms of their human and physical geography. | | * Observe, describe and compare in careful detail using the correct language * Sort and classify with precise reasons * Make predictions based on scientific facts and ideas * Collect evidence/information/data to test out an idea/prediction or answer a question from a wide range of sources * Choose the most appropriate way to record and present results   Interpret and predict from bar charts and line graphs | * Talk about the main changes in a period of history using precise historical vocabulary * Use a timeline to talk about changes and developments in culture, technology, religion and society * Ask historical questions and choose reliable sources of evidence to find answers. Realise that there often is not a single answer.   Choose how to present information for an audience using a wide range of methods, making sure that they use historical vocabulary and dates | | * Draw in their own style * Create increasingly accurate printing blocks and prints * Print onto an increasing range of materials, using a range of methods inspired by a designer * Create visual and tactile collages using a variety of media and methods for a given purpose * Create 3D pieces of art using a variety of materials | |
| **ENGLISH** | | | | | | |
| **Autumn 1**  **Poetry: Invictus**  **Fiction:- Shackleton Wagoll**  **Non Fiction:- Shackleton text** | | | **Autumn 2**  **Poetry:- Still I rise.**  **Fiction:- Everest Wagoll**  **Non Fiction:- Everest and DK find out Antarctica.** | | | |
| **Chapter 1 –**  **Geography – What is life like in Antartica?** | | | | | | |
| **Enquiry Question** | **Learning experiences** | | | **How will you capture the learning? See Royal geographical society.** | | **Key concepts** |
| **Hook** | Only the Brave | | | PE equipment, Bush tucker trail and Trust tests. | |  |
| **Where is Antarctica?** | Location of Antarctica – compass and longitude and latitude. | | | * See lesson 1. Curious continents. * Map, 3D google maps, atlas work | | Use of 8-digit compass.  Name the longitude and latitude lines.  Location of Antarctica. |
| **What is it like?** | The physical description of Antarctica. | | | * Post card based on cross curricular writing. What can I see? | | The physical description of Antarctica. |
| **Which animals/ plants live in Antarctica?** | Look back at the classification of animals – yr 4 . Selection of animals to classify into headings.  Research animals/ plants – identify their adaptation to Antarctica. | | | * Research of plants and animals. * Non chronological report with headings and subheadings. | | Classification.  Adaptation.  Evaluation. |
| **Can humans survive in Antarctica?** | Human features – population and civilization.  What do humans need to survive in the Antarctica? Food, shelter, clothes.  <https://www.rgs.org/schools/teaching-resources/exploring-shackleton%e2%80%99s-antarctica/living-and-learning-on-the-ice/> | | | * Create a survival guide. * Oracy debate – which 3 things would you take? * Day in the life of…. | | Without shelter and supplies people would not be able to survive. |
| Outcome:- A class big book to share with parents at our community event. | | | | | | |
| **Chapter 2- Why is there life on Earth?**  **SCIENCE - Evolution and inheritance - Charles Darwin, Mary Anning** | | | | | | |
| **Enquiry Question** | **Learning experiences** | | | * **How will you capture the learning?** | | **Key concepts** |
| **How did life on earth begin?** | Children will learn about the scientific concept of how life began. Children will use the chronological timeline dating back to 4. 5 billion years ago.  Children will learn about the process involved in evolution of organisms, dinosaurs, early humans. | | | Art collection and blurb/ overview about the timeline of creation.  Timeline placed on windows in hallway. | | Dates of creation and when life began.  What caused the Big bang?  How Earth formed.  The evolution from single celled organisms. |
| **How does everything seem so perfectly adapted to its environment?** | Look at Darwin’s’ origin of species.  Classification of plants and animals – Darwin’s finches.  Science of classifying and naming animals. | | | Classification branching data bases.  Bird beak buffet – see Hannah.  Discussion of how animals and plants have adapted to fit into their environment. | | How animals and plants have adapted to fit into their environment.  How Darwin was able to prove his theory.  Natural selection. |
| **What can scientists find out about by looking at genes?** | Identify animals – dogs which have been cross breed. The reason for this – evolution – everything happens for a reason. | | | Identify reasons why.  Design own breed of dog – top trumps of dogs. | | How genetics are used to solve medical problems. |
| **Outcome:- Written report about genetic science.** | | | | | | |
| Chapter 3 – Dare to be different  History - How can the actions of one person affect many?  Pankhurst, Malala, Mandala, Martin Luther King. | | | | | | |
| **Who are they?** | Market place- Each group researches and feeds back. Add display. | | | Notes written into paragraph for each. | |  |
| **What did they fight for?** | Market place- Each group researches and feeds back. Add display. | | | Notes written into paragraph for each. | |  |
| **What challenges did they face?** | Market place- Each group researches and feeds back. Add display. | | | Notes written into paragraph for each. | |  |
| **What difference did they make?** | Market place- Each group researches and feeds back. Add display. | | | Notes written into paragraph for each. | |  |
| **Outcome: - Written report about each person.**  **Debate about who was the most significant.**  **The actions of one person will NOT make a difference to global issues.** | | | | | | |