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| **Y6 Autumn Term – 2019****Grand Finale: St James festival of learning****CHRISTMAS** |
| Chapter 1 – Only the brave!Invictus- poemShackleton’s journey- fiction **Chapter 2**Non-fiction – Diary of Shackleton’s journeyStill I Rise- poem**Chapter 3**Everest- fictionNon-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 listWhole 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.
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| **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
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| **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/](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 differentHistory - 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.** |