****Year 6 curriculum thinking

Summer term 2019

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| Enquiry question: How have humans contributed to the slums that Raphael lives in? | Texts:  Trash  Brazil unpacked | Trips/visitors: Brazilian dance workshop and performance. | Significant moments  Planning trip to Brazil  Theming classroom  Brazilian dance workshop and performance.  Collage of Escadaria Selarón  Making food – survival kit | Classroom environment  Brazil flag made from plastic trash  Front cover of book recreated on the main section of topic wall. |

Progression of Knowledge, Skills and Understanding

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| Science | **Living Things & your habitats**  S23 Can you 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?  S24 Can you give reasons for classifying plants and animals based on specific characteristics? | **Animals including humans**  S25 Can you identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?  S26 Can you recognise the impact of diet, exercise, drugs and lifestyle on the way your bodies function? | **Animals including humans**  S27 Can you describe the ways in which nutrients and water and transported within animals, including humans? | **Scientific enquiry**  **Obtaining and presenting evidence**  S27 Can you record more complex data and results using scientific diagrams, classification keys, tables, bar charts, and line graphs and models? | **Scientific enquiry**  **Obtaining and presenting evidence**  S28 Can you report findings from investigations through written explanations and conclusions?  S29 Can you identify scientific evidence that has been used to support to refute ideas or arguments? | **Scientific enquiry**  **Obtaining and presenting evidence**  S30 Can you report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? | **Scientific enquiry**  **Planning**  S7 Can you explore different ways to test an idea, choose the best way and provide reasons?  S8 Can you vary one factor whilst keeping others the same and explain why? | **Scientific enquiry**  **Obtaining and presenting evidence**  S9 Can you decide which units of measurement is needed?  S10 Can you explain why a measurement needs to be repeated?  S11 Can you take measurements with increasing accuracy and precision? |
| History | **Chronological understanding**  HI1 Can you say where a period of time fits on a time line?  HI2 Can you place a specific event on a timeline? | HI7 Can you place features of historical events and people from past societies and periods in a chronological framework? | **Knowledge and interpretation**  HI4 Can you describe features of historical events and people from past societies and periods you have studied? | **Knowledge and interpretation**  HI8 Can you summarise the main events from a specific period in history, explaining the order in which key events happened? | **Historical enquiry**  HI9 Can you suggest why there may be different interpretations of events? | **Historical enquiry**  HI10 Can you suggest why certain events, people and changes might be seen as more significant than others?  HI11 Can you pose and answer your own historical questions? |  |  |
| Geography | **Human Geography**  G12 Can you give an extended description of the human features of different places around the world?  G13 Can you map land use with your own criteria? | **Human Geography**  G14 Can you describe how some places are similar and others are different in relation to your physical features? | **Human Geography**  G15 Can you explain how human activity has caused an environment to change? | **Human Geography**  G16 Can you analyse population data on two settlements and report on findings and questions raised? | **Geographical enquiry**  G17 Can you define geographical questions to guide your research?  G18 Can you use a range of self-selected resources to answer questions? | **Physical geography**  G19 Can you plan a journey to another part of the world which takes account of time zones?  G20 Do you understand the term sustainable development? Can you use it in different contexts? |  |  |
| Art | **Drawing**  A10 Do your sketches communicate emotions and a sense of self with accuracy and imagination?  A11 Can you explain why you have combined different tools to create your drawings? | **Drawing**  A12 Can you explain why you have chosen specific drawing techniques? | **Painting**  A13 Can you explain what your own style is?  A14 Can you use a wide range of techniques in your work?  A15 Can you explain why you have chosen specific painting techniques? | **Collage**  A16 Can you justify the materials you have chosen?  A17 Can you combine pattern, tone and shape? |  |  |  |  |
| DT | **Developing, planning and communicating ideas**  D1 Can you use a range of information to inform the design? | **Developing, planning and communicating ideas**  D2 Can you follow and refine the plan if necessary? | **Working with tools, equipment, materials and components**  D4 Can you change the way you are working if needed? | **Evaluating processes and products**  D5 What would improve it? Does the product meet the design criteria? | **Cooking and nutrition**  D8 Can you explain how your product should be stored with reasons?  D9 Can you set out to grow your own products with a view to making a salad, taking account of time required to grow? |  |  |  |
| Computing | **Data retrieving and organising**  C22 Can you explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)? | **Data retrieving and organising**  C23 Can you add special effects to alter the appearance of a graphic?  C24 Can you ‘save as’ gif or ipeg. Wherever possible to make the file size smaller (for emailing or downloading)? | **Data retrieving and organising**  C25 Can you make an information poster using your graphics skills to good effect? | **Algorithms and programs**  C26 Can you explain how an algorithm works?  C27 Can you detect errors in a program and correct them?  C28 Can you use an ICT program to control a number of events for an external device? | **Algorithms and programs**  C29 Can you use ICT to measure sound, light or temperature using sensors and interpret the data?  C30 Can you explore ‘what if’ questions by planning different scenarios for controlled devices?  C31 Can you use input from sensors to trigger events?  C32 Can you check and refine a series of instructions? | **Online bullying**  C33 Can you describe how to capture bullying  content as evidence (e.g screen-grab,  URL, profile) to share with others who  can help you?  C34 Can you identify a range of ways to report  concerns both in school and at home  about online bullying? | **Health, well-being and lifestyle**  C35 Can you describe common systems that regulate age-related content (e.g. **PEGI**, **BBFC**, parental warnings) and describe their purpose?  C36 Can you assess and action different strategies to limit the impact of technology on my health (e.g. **night-shift mode**, regular breaks, correct posture, sleep, diet and exercise)?  C37 Can you describe common systems that regulate age-related content (e.g. **PEGI**, **BBFC**, parental warnings) and describe their purpose? | **Managing online information**  C35 Can you define the terms ‘influence’,  ‘manipulation’ and ‘persuasion’ and  explain how I might encounter these online  (e.g. advertising and ‘ad targeting’)?  C36 Can you identify, flag and report inappropriate content?  C37 Can you demonstrate strategies to enable  me to analyse and evaluate the validity of ‘facts’ and can you explain why using these strategies are important? |
| PSHE | **Living in the wider world**  L1 For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer your recommendations to appropriate people | **Living in the wider world**  L3/L4 To understand that there are basic human rights shared by all peoples and all societies and that children have your own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices | **Living in the wider world**  L9/L10 To learn what being part of a community means, and about the varied institutions that support communities locally and  nationally. To recognise the  role of voluntary, community  and pressure groups, especially in relation to health and wellbeing | **Living in the wider world**  R22 Being part of a community; groups that support communities.  L5 To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) | **Living in the wider world**  R23 Being critical of what is in the media and what you forward to others  L17/L18 To explore and  critique how the media present information. To critically examine what is presented to them in social media and why it is important to do so; understand how information  contained in social media can  be misrepresented or mislead; the importance of being careful what you forward to others | **Living in the wider world**  R24 How resources are allocated; effect of this on individuals; communities and environment  L15 To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world | **Living in the wider world**  R25 Enterprise; setting up an enterprise; what enterprise means for work and society  **L16** To learn what is meant by enterprise and begin to develop enterprise skills |  |
| PE | **Athletic activities** –Sprint and distance / relay/throw and jump  Athletic competitive / recording / measuring  Strike and Field  **P21**Can you demonstrate stamina?  P22Can you use your skills in different situations? | **Soft ball – T ball**  **Net ball – Volleyball**  P23Do you apply your skills, techniques and ideas consistently?  P24Do you show precision, control and fluency? | P25 Can you analyse and explain why you have used specific skills or techniques?  P26Can you modify use of skills or techniques to improve your work?  P27Can you create your own success criteria for evaluating? |  |  |  |  |  |
| Music | M1 can you sing a harmony with accuracy?  M2 can you perform using notation? | M3 can you recognise that different forms notation serve different purposes?  M4 can you use different forms of notation? | M5 Can you refine and improve your work?  M6 Can you analyse features within different pieces of music? | M7 Can you use a variety of different musical devices in your composition? (incl melody, rhythms and chords) | M8 Can you combine groups of beats? | M9 Can you show how a small change of tempo can make a piece of music more effective?  M10 Do you use the full range of chromatic pitches to build up chords, melodic lines and bass lines? | M11 Can you perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? |  |
| Spanish | **Listening and responding**  SP8 Can you identify the main points and some details? | **Speaking**  SP9 Can you hold a simple conversation with at least 3-4 exchanges? | **Reading and responding**  SP10 Can you understand a short story or factual text and note some of the main points? | **Writing**  SP11 Can you write a paragraph of about 3-4 simple sentences? |  |  |  |  |
| RE | **Theme: Beliefs and moral values**  Key question:  Does belief in Akhirah(life after death) help muslims lead good lives?  Religion: Islam | |  |  |  |  |  |  |