


<p>Topic Name – Antarctica</p> <p>Disposition Developing Compassion: Caring for Others, Animals and Environment</p> <p>Disposition Developing Creativity: Appreciating Beauty</p>		<p>Year Group - Year 6 Spring 1</p> <p>Topic Purpose Question – Which environmental factors shape and influence the polar regions and why are these changing?</p>	<p>Curriculum Coverage: Geography</p> <p>Topic Purpose – to inspire curiosity and fascination about the world and its people by understanding the interactions between physical and human processes and of the formation and use of landscapes and environments.</p>	<p>Class Novel: The Wolf Wilder.</p> <p>Purpose- A story of revolution and adventure, about standing up for the things you love and fighting back, which gives another genre of reading.</p>
<p><u>Links to previous topics.</u></p> <p>Year 1 Seasons Year 3 Predators of the World Year 5 Amazon Rainforest</p> <p><u>Links to future topics.</u></p> <p>Year 6 Evolution</p>		<p><u>Science</u></p> <p>Living things and their habitats Describe how living things are classified into board groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Activities: -Classification (lesson 1) -Classification Keys (lesson 2). Pupils may find out about the significance of the work of scientists such as Carl Linnaeus (a pioneer of classification).</p> <p>Evolution and Inheritance Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Activities: -Adaptation (lesson 3)</p> <p>Purpose Question Love to investigate – How do animals stay warm?</p> <p>Key vocabulary: classification, vertebrates, invertebrates, micro-organisms, amphibians, reptiles, mammals, insects, fossils, adaptation,</p>	<p><u>History</u></p> <p>POS Aim: Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Activities: -Polar discovery</p> <p>Purpose Question: What was significant about the event they researched?</p> <p>-Case study - Shackleton</p> <p>Purpose Question: What is your perspective of this historical event?</p>	<p><u>Geography</u></p> <p>Locational Knowledge. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Activities: -Polar day and night.</p> <p>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.</p> <p>Activities: -Polar Climates</p> <p>Purpose Question: What are the differences between climate zones?</p> <p>Human Geography Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Activities: -Natural resources -Indigenous people</p> <p>Purpose Questions: How does the climate and landscape affect the lives of people in the Arctic? How have the people successfully adapted to these conditions and whether their ways of life share any similarities or differences?</p> <p>Physical Geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Activities: -Polar Oceans</p> <p>Purpose Question: How are polar oceans different to other oceans on earth?</p> <p>-Polar landscapes</p> <p>Purpose Question: What do these polar features have in common? How are they the same or different?</p> <p>-Climate change.</p> <p>Purpose Question: What conclusions can we draw, on the evidence we have, about climate change?</p>
<p><u>Writing focus connected to topic</u></p> <p>See writing map</p>		<p><u>Art</u></p> <p>Painting Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Activity: Use different techniques to create sky scape painting of the Northern Lights, experimenting with different ways of application.</p> <p>Key Vocabulary: Abstract, atmosphere, natural, bold, delicate, intense, strong, opaque, translucent, wash, tint, shade, background, middle ground, foreground, scenery, townscape, representational, swirling, stippled, transparent.</p>	<p><u>MFL-Spanish</u></p> <p>The date – Planning through Language Angels</p>	
<p><u>PSHE</u></p> <p>Goals and Dreams Steps to Success (goal setting) My Dreams for the World Helping to Make a Difference (1/2) Careers Day</p>		<p><u>Computing</u></p> <p>Programming A – variables in games</p> <p>This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.</p> <p>Key Vocabulary: Variable, value, set, design, event, algorithm, Improve, evaluate, share</p>	<p><u>Music</u></p> <p>Taught by PPA – Junior Jam Tuned instrumentation Ukuleles Level 2</p>	<p>Case study: Tourism in the Antarctic.</p> <p>Purpose Question: What are the positive and negative effects of tourism on this area?</p>
<p><u>RE</u></p> <p>Theme: Beliefs and Meaning</p> <p>Key Question: <i>Is anything ever eternal?</i></p> <p>Religion: Christianity</p> <p>Disposition: Being courageous and confident</p>				<p><u>PE</u></p> <p>Badminton PE Hub Planning Develop a wider range of shots including drop and smash. Begin to use more sophisticated tactics. Play with fluency with a partner in a double scenario.</p> <p>Games (Basketball) Sport Coach during PPA To increase confidence using the key elements of basketball – dribbling, passing, shooting, tricks, defending, shooting within games. To know the rules and set up of a basketball game. Make decisions when playing a sport.</p> 