







<p>Topic Name – Antarctica Disposition Developing Compassion: Caring for Others, Animals and Environment Disposition Developing Creativity: Appreciating Beauty</p> 	<p>Year Group - Year 6 Spring 1 Topic Purpose Question – Which environmental factors shape and influence the polar regions and why are these changing?</p>	<p>Curriculum Coverage: Geography 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. 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>Links to previous topics. Year 1 Seasons Year 3 Predators of the World Year 5 Amazon Rainforest Links to future topics. Year 6 Evolution</p> <p>PSHE Goals and Dreams Steps to Success (goal setting) My Dreams for the World Helping to Make a Difference (1/2) Careers Day</p>	<p>Science Living things and their habitats</p> <p>Pupils should build on their learning about grouping living things in Year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals commonly found invertebrates and vertebrates. They should discuss reasons why living things are placed in one group and not another.</p> <p>Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p> <p>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>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Activities: -Classification (lesson 1) -Classification Keys (lesson 2).</p> <p>Pupils may find out about the significance of the work of scientists such as Carl Linnaeus (a pioneer of classification).</p>		<p>Geography 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). 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. Activities: -Polar Climates 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. Activities: -Natural resources -Indigenous people 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. Activities: -Polar Oceans Purpose Question: How are polar oceans different to other oceans on earth? -Polar landscapes Purpose Question: What do these polar features have in common? How are they the same or different? -Climate change. Purpose Question: What conclusions can we draw, on the evidence we have, about climate change?</p>
<p>Engage Stage/Memorable Experience</p> <p>In school workshop – Explorer Academy – Antarctica.</p> <p>Music Instrumental Skills and Notation</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. Activities: -Adaptation (lesson 3) 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>MFL-Spanish Planning through Language Angels Do you have a pet?</p> <p>Computing Taught during PPA through Junior Jam iSecure – Icv Level 4</p>	<p>Case study: Tourism in the Antarctic. Purpose Question: What are the positive and negative effects of tourism on this area?</p>
<p>History 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. Activities: -Polar discovery Purpose Question: What was significant about the event they researched? -Case study - Shackleton Purpose Question: What is your perspective of this historical event?</p>	<p>Art 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). Activity: Use different techniques to create sky scape painting of the Northern Lights, experimenting with different ways of application. 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>PE Badminton (Teacher Led) PE Hub Planning -the smash shot technique and when to use it. -to use the smash shot in a doubles game. -to hit a drop shot using the correct technique to outwit an opponent. -to develop reaction time to hit shots when close to the net. -to communicate with a partner in a doubles match to ensure court positioning is correct. -to use defensive formations in a doubles game to prevent opponents from scoring points. Key Vocabulary: Smash shot, offensive, attacking, defending, rally, drop shot, net play.</p> <p>Games (Basketball) Sport Coach during PPA -how to counterattack using the fast break. -the retreat dribble to maintain possession. -to perform a free throw with consistency. -to use speed and agility to perform a v-cut to get free from a defender. -to drive to the basket using strength and coordination. - the three-point shot and how different points are awarded. Key vocabulary: Fast break, counterattack, retreat, maintain, pressure, free throw, L-cut, V-cut, pin down.</p>
<p>Oracy</p>  <p>Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> Initially we could consider... I would like to start by saying... Let's also think about... We haven't yet discussed... Having considered the evidence, I would like to begin by saying... <p>Build - Adds to or builds on an idea.</p> <ul style="list-style-type: none"> Adding onto what ___ said... Building on ___ point... Developing your point further... I agree with you and to elaborate on your point... In addition to ___ point... To further elaborate on _____ idea... I would like to elaborate on _____ idea... 	<p>Challenge – Give reason/s to disagree or present an alternative argument.</p> <ul style="list-style-type: none"> Respectfully, I disagree with because.... I hear what you're saying but That's an interesting point; however; On the other hand, You mentionedbut what about.... Have you considered 	<p>RE Theme: Beliefs and Meaning</p> <p>Key Question: Is anything ever eternal?</p> <p>Religion: Christianity</p> <p>Disposition: Being courageous and confident</p> <p>Key Vocabulary: Eternal Unconditional Agape Parable sacrifice</p>	

Developing our children's spirituality through the curriculum.

	Mirrors – Looking in... Self-Reflection – own feelings/ thoughts/ beliefs 	Windows – Looking out... Understanding/ Exploring Others and the World 	Doors – Looking through... Take what we've learnt/ discovered and turn it into action 
History			
Geography	Looking at our views of climate change. <ul style="list-style-type: none"> ➤ How do we feel about climate change and how it is affecting our world? ➤ 	Looking out at the world – how there are different climate changes in the world <ul style="list-style-type: none"> ➤ How we are affecting climate change – raising sea levels, melting ice 	What can we do to reduce our impact on climate change? <ul style="list-style-type: none"> ➤ Using less beef (methane gas), less deodorant spray, use less AI, less flights, use more electric cars, walk when possible, turn off lights, don't waste water
Science			
Art	Reflecting on symbolic colours, shapes, patterns which represent emotions. <ul style="list-style-type: none"> ➤ How does this sky scape make you feel? 	Looking at the artwork of others and appreciating how they use colours to represent emotions. <ul style="list-style-type: none"> ➤ Analysing artwork Awe and Wonder <ul style="list-style-type: none"> ➤ Looking at videos of the northern lights. Appreciating their natural beauty 	Create artwork appreciating the natural wonder of our Earth. <ul style="list-style-type: none"> ➤ Create own sky scape using colours to show their feelings to others
DT			
Computing			
RE			
PSHE			
PE			
Music			
Oracy			
MFL (Spanish)			