

Year 6 - Living, Growing, Surviving

	Science	Geography	History	DT	Art
Learning Objectives	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>To work scientifically</li> </ul> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>To understand plants</li> <li>To investigate living things</li> <li>To understand evolution and inheritance</li> </ul>	<ul style="list-style-type: none"> <li>To investigate places</li> <li>To investigate patterns</li> <li>To communicate geographically</li> </ul>	<ul style="list-style-type: none"> <li>To investigate and interpret the past</li> <li>To build an overview of world history</li> <li>To understand chronology</li> <li>To communicate historically</li> </ul>	<ul style="list-style-type: none"> <li>To master practical skills</li> <li>To design, make, evaluate and improve</li> <li>To take inspiration from design throughout history</li> </ul> <p>DT to be taught using the following cycle:</p> <p><b>Evaluate</b> <b>Explore skills</b> <b>Design</b> <b>Make</b> <b>Evaluate</b></p>	<ul style="list-style-type: none"> <li>To develop ideas</li> <li>To master techniques</li> <li>To take inspiration from the greats</li> </ul> <p>Art to be taught using the following cycle:</p> <p><b>Evaluate</b> <b>Explore skills</b> <b>Plan</b> <b>Create</b> <b>Evaluate</b></p>
Milestones	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Plan enquiries, including recognising and controlling variables where necessary.</li> <li>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>Present findings in written form, displays and other presentations.</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> <li>Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Biology</b></p> <p><b>To understand plants</b></p> <ul style="list-style-type: none"> <li>Relate knowledge of plants to studies of evolution and inheritance.</li> <li>Relate knowledge of plants to studies of all living things</li> </ul> <p><b>To investigate living things</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Describe how living things are classified into broad groups according to common observable characteristics</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>To understand evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p><b>To investigate places</b></p> <ul style="list-style-type: none"> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> </ul> <p><b>To investigate patterns</b></p> <ul style="list-style-type: none"> <li>Describe geographical diversity across the world.</li> </ul> <ul style="list-style-type: none"> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>To communicate geographically</b></p> <ul style="list-style-type: none"> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p><b>To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> </ul> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>To understand chronology</b></p> <ul style="list-style-type: none"> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul> <p><b>To communicate historically</b></p> <ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> </ul>	<p><b>To master practical skills</b></p> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Create objects (such as a cushion) that employ a seam allowance.</li> <li>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</li> </ul> <p><b>To design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>Make products through stages of prototypes, making continual refinements.</li> <li>Ensure products have a high quality finish, using art skills where appropriate.</li> </ul> <p><b>To take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>Create innovative designs that improve upon existing products.</li> <li>Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>	<p><b>To develop ideas</b></p> <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</li> </ul> <p><b>To master techniques</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities.</li> <li>Use ceramic mosaic materials and techniques.</li> </ul> <p><b>To take inspiration from the greats</b></p> <ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>

RE	Art in Christianity
PE units	Indoor: Gymnastics - activities 6      Outdoor: Invasion games 3 - Football
PSCHE	Healthy me
Spanish	Getting to know you      Greetings and goodbyes/ name/ age/ When's your birthday?/ months/ days / Letter patterns and pronunciation focus
Educational experience	Epping Forest Visit to a local place of worship - Whole class St. Pauls Cathedral