

Year: 6	Term: 1
<p>Are humans good for the planet? Visit: Tour of Sheffield Street Art Outcome: Environmental campaign event with food</p>	<p>Builds on: <u>Y1 - Where will the sea take us?</u> <u>Y2 - Why Travel the World?</u> <u>Y3 - Does what we eat really matter (Cookery)</u> <u>Y4 - What made the Romans powerful? (Italy)</u> <u>Y5 - How are we all connected?</u></p>
<p>Key concepts: An understanding of the impact that people have on the environment they live in focussing on the urbanisation of areas, such as Sao Paulo in Brazil and the impact of the world's use of natural resources such and the impact this has on areas such as the Amazon rainforest. A belief in the power of individual effort to make a change for the good.</p>	<p>Key vocabulary: Urban, rural, urbanisation Environmentalism, Climate Change, Sustainability, deforestation Climate zone, biome, vegetation belt Light Refraction, Reflection, Light, Spectrum, Rainbow, Colour Electricity Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators, Amps, Volts, Cell</p>
<p>Books to support this topic: The Great Kapok Tree, Lynne Cherry The Explorer, Katherine Rundell Journey to the River Sea, Eva Ibbotson The Vanishing Rainforest, Richard Platt & Rupert van Wyk Film - Wasteland https://www.amazon.co.uk/Wasteland-Vik-Muniz/dp/B00ET1Q9DI</p>	<p>Resources to support this topic: https://www.rgs.org/schools/teaching-resources/brazil/ https://www.bbcgoodfood.com/recipes/collection/brazilian https://www.geography.org.uk/teaching-resources/investigating-energy https://www.geography.org.uk/Tropical-rainforests https://www.greenpeace.org/usa/issues/brazil-and-the-amazon-forest/ https://www.bbcgoodfood.com/recipes/black-bean-meat-stew-feijoada https://www.eduardokobra.com/ https://streetartsheffield.com/ https://www.ourfaveplaces.co.uk/our-guides/a-sheffield-street-art-trail/ http://bobandrobertasmith.co.uk/ww1-centenary-art-commissions-what-does-pe-ace-mean-to-you/</p>
<p>Assessment activities: Geography:</p>	

Quiz, e.g. file:///Users/Jenny/Downloads/KS2_BRAZIL_L1_AssessmentQuiz.pdf

Essay answer - 'Are humans good for the planet?'

Science:

Observe + Measure Light: investigating shadows

Ask Qs and plan enquiry - Electricity bulb brightness

Geography

- In Year 6, pupils will consolidate their locational learning to locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities focusing specifically on Rio De Janeiro, Sao Paulo and Manaus in Brazil. They will revise their previous learning on continents and oceans to describe the locations of these countries and cities.
- Pupils will develop knowledge from Year 1 and Year 4 to 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). They will use this knowledge to describe the climatic conditions in Brazil.
- In Year 6 pupils will describe and understand key aspects of climate zones, biomes and vegetation belts and how they influence life in Brazil. This will be compared with these features of previous locations studies (UK, Europe, Asia).
- They will build upon their knowledge throughout KS2 and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, in this case Sheffield, a region in a European country, Italy (drawing upon their learning from Year 4, and a region within North or South America in this case Brazil. Children will have the opportunity to compare life in the UK to life in the favelas in Rio De Janeiro as well as in Italy (revisited learning from Year 4). This will build on their understanding of settlements and the differences between rural and urban localities which began in Year 2.
- Pupils will develop their understanding of how the world is connected through the distribution of resources and trade begun in Year 5 focusing on how the demand for certain raw materials impacts certain areas of the world by looking at the impact of deforestation in the Amazon. They will begin to understand the challenge of competing needs of humans versus the environment.
- Pupils will use the geographical skills they have developed through their time in KS2 to ask questions about these places, use maps, data and other sources to describe their physical and human characteristics. They will consider how Brazil's geography and history have made it the country it is.

DT

- Within their nutrition and food unit Year 6 pupils develop their knowledge of ingredients to create a stew or soup. Pupils carry out market research in order to create a stew or soup that will meet the demands of their audience considering the types of vegetables/beans used and the heat of the spice to be included.

- Y6 pupils will build on their previous experiences of food technology from across school by learning how to analyse the sensory characteristics of food.
- When they evaluate this product, children in Year 6 will build on prior knowledge whilst actively seeking and considering the views of others to improve their work and focus on the functional properties and aesthetic qualities of the product.

Art

Street Art (Eduardo Kobra - Brazilian Street Artist and Sheffield Street Art) and Digital Art outcome. Art with a message e.g. Bobandroberta Smith
The child can use digital cameras to collect images and manipulate these using software, e.g. Photostory. They can import an image into a graphics package and create layered images.

The child can evaluate digital art in various forms, e.g. leaflets and posters.

The child can use a range of digital and collage techniques to produce advertising art work for an environmental campaign.

Science**Light**

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity (discrete)

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

PE**Dance –**

- Apply skills, techniques and ideas consistently;
- Show precision, control and fluency;
- Analyse and explain why they have used specific skills or techniques; create their own success criteria; and modify skills and techniques to improve their work;
- Explain how the body reacts to different kinds of exercise; choose appropriate warm ups and cool downs; and explain why regular and safe exercise is needed;

- Enjoy competing with each other;
- Develop imaginative dances in a specific style and choose their own music, style and dance.

American Football –

- Can run, turn and change direction quickly and for a purpose during play.
- Can catch a variety of balls and objects competently, moving to their path of flight and at high, medium and low levels.
- Can find space on the court / pitch moving forwards to help attack at a fast pace to be in the best position possible.
- Can intercept and defend the ball to stop the opponents attacking and scoring.
- Knows the positions for Quarter Back, Centre, Wide Receiver and Running Back
- Always shows compassion for others in a game either congratulating others for winning or consoling others for losing.
- Tries to provide tips and helps weaker members in the class.
- Involves everyone in class in the game to help everyone achieve.

Music

MFL – French

- To accurately transcribe sentences with opinions and connectives
- I can use opinions with connectives to give longer answers to questions
- I can transcribe paragraphs on familiar topics into English
- I can translate a short paragraph into the target language

Computing

- Sheffield Scheme Unit 1.6 How do I use a computer as a designer?
- The child can understand that we can use and combine different tools to create digital images depending on what we are using them for, e.g. drawing logos, designing buildings, painting a picture.
- The child remixes and edits a range of existing and their own media to create content. They recognise the audience when designing and creating digital content. They identify and use appropriate hardware and software to fulfil a specific task.
- The child creates a product for an environmental campaign, (scale model, interactive exhibit, video, web page).

Year: 6	Term: 2
<p><u>How did it all start?</u> Visit: Weston Park Museum Outcome: Museum of Evolution</p>	<p><u>Builds on learning from:</u> Y1 - What does it mean to be alive? Y2 - What makes a perfect home? Y3 - Does what we eat really matter? Y4 - Animals inc. humans - Digestion Y5 - Animals inc. humans - Growth</p>
<p><u>Key concepts:</u> That all living things evolve and inherit characteristics from their ancestors. That scientists develop theories using research, evidence and close observation.</p>	<p><u>Key vocabulary:</u> comparative, refute, degree of trust quantitative <u>Living things and their habitats</u> Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects, fungi, bacteria, protozoa, algae, fungus, virus, plants, animals, classification, <u>Evolution and Inheritance</u> Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics, offspring, inheritance, variation, identity, environment, physical features,</p>
<p><u>Books to support this unit:</u> Beetle Boy, MG Leonard</p>	<p><u>Resources to support this unit:</u></p>
<p><u>Assessment activities:</u> Science: Evaluate - Evolution: fossil habitats Evolution: egg strength Interpret and report - Living things: invertebrate research</p>	

Science

- The child recognises how living things have changed over time considering the reasons for these changes such as changes in environments and human influence.
- They will be able to discuss the research of Charles Darwin, Mary Anning and Carl Linneaus, understand whether this is still relevant today and how they developed their theories using scientific processing asking and answering questions relating to the different theories.
- The child understands the fossils provide information about the living things that inhabited the Earth millions of years ago.
- The children will develop an understanding of the different processes of fossilisation.
- They can explain inheritance, recognising that living things produce offspring of the same kind but variation occurs in this process.
- The child can identify and explain the different ways in which plants and animals adapt to suit their environment and that these adaptations lead to evolution.
- They understand and explain the concepts of evolution (that living things adapt to survive their environment), inheritance (that living things pass on characteristics to their offspring), variation and adaptation using scientific vocabulary to explain these concepts.
- The child can explain how living things are classified into the following groups: mammals, reptiles, fish, birds and amphibians. The child demonstrates a clear understanding of what a vertebrate and invertebrate is.
- The child will be able to identify similarities and differences between these groups and for microorganisms, plants and animals.
- The child can plan a scientific investigation

Art

- The child can practise and apply their drawing skills when observing still objects, for example fossils and plants. They become more proficient when using a pen to create light and shadow, using the work of Escher for inspiration.
- Sculpture for museum.

PE

Basketball –

- Can run, turn and change direction quickly and for a purpose during play.
- Can catch a variety of balls and objects competently, moving to their path of flight and at high, medium and low levels.
- Can find space on the court / pitch moving forwards to help attack and back to help defend at a fast pace to be in the best position possible.
- Can intercept and move the ball quickly to start attacks.
- Always shows compassion for others in a game either congratulating others for winning or consoling others for losing.
- Tries to provide tips and helps weaker members in the class.
- Involves everyone in class in the game to help everyone achieve.

Tri-Golf –

- Can stand still in the side-on position correctly with feet parallel and head still whilst striking the ball every time.

- Can hold the club with both hands and the club facing the correct way swinging with appropriate power every time.
- Can strike a ball on the floor with their equipment e.g. putting club and chipping club with appropriate power regularly.
- Can aim in the correct direction regularly.
- Can hit a target on a regular occasion.
- Mostly shows compassion for others in a game either congratulating others for winning or consoling others for losing.
- Encourages everyone in the group caring and includes them all during the game no matter their ability.

Music

MFL – French

- To pick out the main points of longer dialogues and passages including some authentic materials
- To have reasonably accurate pronunciation when speaking or reading aloud
- To use a dictionary to correctly look up unknown words
- To memorise the main forms of the verbs '*to have*', '*to be*' and '*to go*' in the present tense

Computing

- Sheffield Scheme Unit 2.6 What makes an excellent film?
- The child can tell stories and present information powerfully through films
- The child can edit video clips; add titles, credits and music. They can peer review according to success criteria and complete final editing based on review. Rate film according to PEGI system
- Sheffield Scheme Unit 4.6 How do I build complex physical systems?
- The child can create programs including repeat until loops and recognise variables in a program using Lego Mindstorms (e.g. sorting machines).

The child completes Flowol challenges and designs basic flowcharts for tasks.

<p>Year: 6</p>	<p>Term: 3</p>
<p><u>Will the show go on?</u> Visit: Theatre/ show Outcome: A play</p>	<p><u>Builds on</u> Y1: What happened once upon a time? - Medieval Y2: What will my great achievement be? - Victorians Y3: What is the power of water? - Victorians Y4: Why were the Romans powerful? - Romans Y4: Should everyone be heard? - Ancient Greeks Y5: Does change lead to progress? - Anglo-Saxons and Vikings</p>
<p>Key concepts: An appreciation of the broad chronology of the time periods previously studied and the social and technological changes in entertainment over these periods. An awareness of the various roles in putting on a show.</p>	<p>Key vocabulary: entertainment, biased, unbiased, trustworthy, untrustworthy heart, blood vessels, blood, lungs, oxygenated, deoxygenated, nutrients, water diet, exercise, drugs, lifestyle, legal, illegal, fat, food groups,</p>
<p>Books to support this unit</p>	<p>Resources to support this unit</p>
<p>Assessment activities: History: Quiz: Play:</p> <p>Science: Set up enquiry - Human biology - heart rate</p>	
<p>History:</p>	

- The child can place main time periods of British history in order with some understanding of when they happened (Anglo-Saxon, Vikings, Medieval, Tudors, Victorians, WW2 and present day).
- They are able to make links back to previous learning and know the dates of time periods studied.
- The child is able to describe some key characteristics of each times period including who ruled and whether the country was united.
- The child interprets a wide range of sources including written, images, objects, statistical information and stories to compare the crimes and punishments during the periods studied. They can use these interpretations to make comparisons including to present day.
- The child uses their knowledge and understanding of the periods studied to draw conclusions about the development of entertainment over the time periods studied. They recognise that over time attitudes to entertainment has changed.
- The child can describe crimes characteristic of certain periods and the corresponding types of entertainment. (Gladiators - Romans, Storytelling - Anglo-Saxons and Vikings, Court entertainment - Medieval times,

PE

Tag Rugby-

- Can run, turn and change direction quickly and for a purpose during play.
- Can alter technique when catching and move to the path of the object catching it at high, medium and low levels.
- Can strike a moving or stationary ball with control, varying power, and accuracy placing it where they desire whilst they themselves are moving or stationary using their feet or equipment e.g. grubber kick
- Can find space on the court / pitch moving forwards to help attack and back to help defend with speed.
- Can intercept and begins to move the ball quickly.
- Always shows compassion for others in a game either congratulating others for winning or consoling others for losing.
- Tries to provide tips and helps weaker members in the class.
- Involves everyone in class in the game to help everyone achieve.

Gymnastics –

- Can sequence points and patch balances together with dynamic movement in a controlled and graceful way.
- Can roll with control in a variety of ways.
- Can use apparatus to travel using their imagination.
- Can jump and land in a controlled and accurate way from a variety of heights.
- Can use apparatus to travel, balance and jump in a controlled and accurate way.
- Can begin to complete dynamic balances with increasing difficulty e.g. cartwheels and handstands.
- Can add straight lines and show core body strength when balancing.
- Can climb to a range of different heights and across on top of a range of different structures.
- Can name a range of different balances.
- Can evaluate their own and others performance referring to each technique point.

- Can work out how to scale apparatus of a variety of heights.
- Encourages everyone in the group caring for those who aren't as strong.
- Accepts peer assessment advice and takes it on board to improve own performance.

Music

- When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music
- Perform pieces with increasing accuracy using offbeat and syncopated rhythms in: 3 different time signatures 3 different tempos
- Perform from and compose with 8 different notes; Capture the work in different formats including staff notation so it can be recreated
- Talk about the key features of music including: tempo, metre, instrumentation and melody
- Understand the key features of at least four different types/ genres of music
- Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures
- Perform confidently and accurately individually and as part of a group
- Sing musically responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts
- Critically appraise own and others' performance to aid improvement through rehearsal to performance

MFL – French

- To understand sentences spoken at normal speed
- To present descriptions of people places and things using opinions and connectives
- To understand the main points of songs, stories and poems in the target language
- To write a paragraph from memory describing people, places and things

Computing

- Sheffield Scheme Unit 3.6 Why do we use spreadsheets?
- The child uses and compares statistical information on crime and punishment (in class).
- The child understands what a spreadsheet is and what it is used for. They use simple formulae in a spreadsheet to find out information from a set of data. They produce graphs from data in a spreadsheet and evaluate data and information shown.
- Sheffield Scheme Unit 5.6 How do I use Scratch as a game designer?
- The child predicts what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. via sensor, data or event). They create programs including repeat until loops. They create simple variables, e.g. to keep score or remove lives in a game and understand the difference and use if... then... and if... then... else... statements.

The child plans a game using selection, repetition, variables, levels and procedures. Designs own sprites and backgrounds. Writes, tests and evaluates their program. They refine according to feedback of peers and rate the game according to the PEGI system



Curriculum Overview and Assessment Criteria

2020-21