

Go with the Flow - Year 6
1st 12 week cycle

Cross Curricular Links

Geography – Go with the Flow

Art – Entry Point – George Seurat
Collage of River features

Computing – River research – using hyperlinks in Word, Water cycle animation

Science – Living things in their habitats (6) and Evolution and Inheritance (6)

English
Encyclopaedia pages – river animals 4 weeks
Recount 1 week Coleshill

Short writing opportunities in Geography and Science

- Diary entry Pakistan Flood
- Mould Experiment
- Research map
- Explanation of river features

Trips/Visits

Coleshill trip

Discrete Subjects – see separate planning for these subjects

Maths – Collins scheme of work
RE- Sikhism and Christianity (6) – Expressions of Worship (6)
Music –
ICT
PSHEC – New Beginnings (3) Getting on and Falling out (3)
Economic Education (week1 3)
PE – see rolling programme
DT – Christmas stockings

English ~
Tony Mitton 2 weeks
Romeo and Juliet 3 weeks
Instructional writing 2 weeks

Guided reading - I am David

Class reads

Chosen from class reading list – see attached.
Class 7 – Skellig by David Almond
Class 8 – The Hobbit by J.R. Tolkien

Entry point – beginning of topic

1 week

Art

NC Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
 - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
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- Who is George Seurat?
 - What is pointillism?
 - Practise Pointillism using different media – felt tips, paints, pencils
 - Explore the painting ‘The Bathers’
 - Look at the one of the major rivers Thames, The Nile, Mississippi
 - Create their own

Exit point – end of topic

Collage

Geography Key stage 2

- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)

Place knowledge

Science

Year 6 programme of study

Living things and their habitats

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Evolution and inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

- 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

Human and 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
- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Geography

1. Knowledge harvest of Rivers – give world map as part of this.

Science

Living things and their habitats (6)

2. Labelling rivers of UK then focus on the counties the River Thames flows through and how its changes over time, physically and
3. Labelling world map with 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) and continents – major seas.
4. World Map - labelling major rivers of the world to include: Mississippi, Amazon, Danube, Rhine, Volga, Thames, Severn.
5. Settlements near rivers – world facts and figures – using a table. For and against living near a river.
6. Three stages of the river – upper, middle and lower and land use
7. Journey of the river – key features – sand trays and change in direction and erosion
8. Glossary lesson – key vocabulary – taken from QCA unit
9. Flood defences and flood in Pakistan – Facts, Map work and Diary entries
Distribution of Water – clean and dirty water – filtering water.
10. Dam building
11. 11. Add to knowledge harvest in a different colour.

1. Test 1
2. Classifying plants in local environment. Collected leaves and sorted accordingly – come up with own classification.
3. Looked at formal classification keys and how animals can be classified.
4. Vertebrates and invertebrates – labelling skeleton and decide how to classify vertebrates and invertebrates. Arthropods and non arthropods
5. **Food chains and Food webs**
6. Fungus Microorganisms – helpful and harmful – BBC website page to label.
7. Mould Experiment End of unit test.

Evolution and inheritance

1. Unit test 1 – knowledge harvest
2. What is evolution?
3. Adaption in mammals – how they change to suit their environment
4. Comparing adaption in animals
5. Cross breeding
6. Similarities in families
7. Adaption in plants.