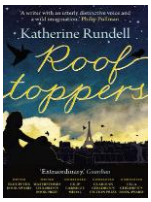
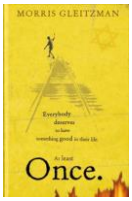
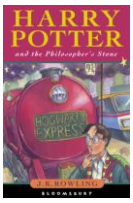
<table>
<tr><td colspan="5"><u>Year Six Term 6</u> <u>Americas</u></td></tr>
<tr><td></td><td colspan="2">Writing Map</td><td colspan="3">Reading Spine</td></tr>
<tr><td rowspan="5">English</td><td>Theme</td><td>Global Issues</td><td rowspan="2">
</td><td rowspan="2"> 
</td><td rowspan="2"> 
</td><td rowspan="2"> 
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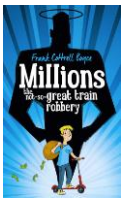
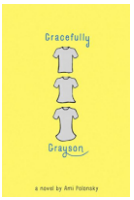
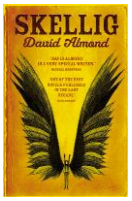
<tr><td>Main Text</td><td>Explanation text – coasts</td></tr>
<tr><td>Text Type</td><td></td><td rowspan="3"> 
</td><td rowspan="3"> 
</td><td rowspan="3"> 
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<tr><td>Poetry Unit</td><td></td></tr>
<tr><td>Narrative Unit</td><td></td></tr>
<tr><td></td><td>Non Fiction Unit</td><td>Explanation text – coasts</td></tr>
<tr><td>Mathematics</td><td colspan="4">• Position and Movement
• Graphs and Averages
• Negative Numbers</td></tr>
<tr><td>Science</td><td colspan="4">No science</td></tr>
<tr><td>History</td><td colspan="4">Possible starting point / stimulus: History off the page workshop

Visit to the British Museum – Indus Valley exhibit

A Non-European study –The Indus Valley and the Harrapan civilisation – link to cultural week
(Resources – The British Museum, harappa.com)

Knowledge and interpretation
• Summarise main events from a specific period in history explaining the order in which key events happened.
• Can they summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently.
• Can they give examples of things that are different in their life in comparison with the Ancient Harrapan civilisation e.g. religion & status in society.
• Recognise and describe differences and similarities/changes and continuity between different periods of history.
• Describe features of historical events and people from past societies and periods they have studied.

Historical enquiry
• Look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint.
• Suggest why there may be different interpretations of events
• Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?
• To pose and answer their own historical questions
• Devise historically valid questions about change, cause, similarity and difference and significance
• Suggest relationships between cause & effect in history
• Suggest why certain events might be seen as more significant than others.
• Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them.

Chronological understanding
• To say where a period of history fits on a timeline
• Place a specific event in a timeline by decade
• Place features of historical events and people from past societies and periods in a chronological framework.
• Can they order artefacts relating to the time period studied and/or order major events/inventions/eras of the ancient Harrapan civilisation (without being given the dates?)</td></tr>
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Geography	***Possible starting point / stimulus:*** *Postcards from Margate* *Pictures showing Margate/Kiftsgate beaches* *A stick of rock from Margate* **<u>Coasts - field trip to Margate and Kingsgate beaches</u>** • **Geographical enquiry** • **Raise questions about the geography of areas for investigation** • **Confidently explain scale and use maps with a range of scales** • **Name and locate counties and cities of the United kingdom** • **Choose the best way to collect information needed and decide the most appropriate units of measure?** • **Make careful measurements and use the data** • **Use |OS maps to answer questions** • **Can they use maps, aerial photos, plans and web resources to describe what a locality might be like** • **Define geographical questions to guide own research** • **Use a range of resources to answer questions** • **Accurately use 4 and 6 figure grid reference** • **Use 8 points of a compass** • **Use field work to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technology** **Physical Geography** • **Describe how some places are similar and others are different in relation to their physical features** • Give extended descriptions of the physical features of different places around the world • **Sketch maps while carrying out a field study** • Understand the term sustainable development – use it in different contexts **Human geography** • **Explain why people are attracted to live by the coast** • **Compare & contrast life in Canning Town with life** at a coastal resort **in terms of a variety of factors e.g. transport, housing, facilities & amenities etc** • **Identify the features that underpin those differences in terms of weather, climate & physical geography.** • **Compare a journey through** Margate/Kingsgate **with a journey through London – identify a preference along with reasons for that preference.** • **Identify 'from a personal perspective' how life would be different if re-locating to** Margate/Kingsgate**.** • **Describe how some places are similar and different in relation to their human features.** • Give extended description of the human features of the different places around the world • Map land use with own criteria • Explain how human activity has caused an environment to change • Analyse population data on two settlements and report on findings and questions raised **Geographical knowledge** • Recognise key symbols on ordnance survey maps Children to give a presentation – compare Margate/Kingsgate beaches human impact ***Possible starting point / stimulus:*** *Postcards from the USA* *Leaflets/travel guide for tourist attractions in the USA e.g. The Grand Canyon, Las Vegas etc* *Google Maps views of the UK/USA* **<u>North America</u>** – **<u>(Landscapes)</u>** <u>Rivers & mountains</u> **Geographical Enquiry** • **Confidently explain scale and use maps with a range of scales** • **Use OS maps to answer questions** • **Use maps, aerial photos, plans and web resources to describe what a place might be like** • **Raise questions about the geography of areas for investigation** • **Define geographical questions to guide their research** • **Use a range of self-selected resources to answer questions – maps, atlases, globes, digital computer mapping to locate countries and describe features** **Physical Geography** • **Can they describe how some places are similar and others are different in relation to their physical features?** • **Can they identify similarities and differences between the** Hudson River (New York) **and** the River Thames (from source to mouth)**?** • **Can they identify similarities and differences between the landscapes of N. America** (e.g. the Rockies) **and the landscapes of the UK** (e.g. The Scottish Highlands) • **Can they identify the different things that they would need to pack if travelling to different parts of N.** America e.g. the Florida Keys & Aspen, Colorado**? Or different holiday destinations in the UK?**

	• **Can they identify preferences for places that they'd prefer to holiday/live in & explain the reasons why?** • **Can they accurately usie a 4 figure grid reference** • Plan a journey to another part of the world which takes into account timezones • Do they understand sustainable development? Can they use it in different contexts? • Can they give extended descriptions of the physical features of different places around the world? **Human Geography** • **Explain why people are attracted to live by or holiday in the mountains/by the sea?** • **Describe how some places are similar and others are different in relation to their physical features** • Give an extended description of the human features of different places around the world • Describe how human activity has caused an environment to change **Geographical knowledge** • **Recognise the key symbols used on ordnance survey maps** • **Identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antartic circles** • Explain how time zones work • Name the main lines of latitude and longitude • Locate USA and Canada on a world map and atlas • Name the continents of the world • Name the largest mountain in the world
e-safety	**Knowledge and Understanding** •Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? •Do they understand the potential risk of providing personal information online? •Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? •Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? •Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? •Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? •Do they understand that some messages may be malicious and know how to deal with this? •Do they understand that online environments have security settings, which can be altered, to protect the user? •Do they understand the benefits of developing a 'nickname' for online use? •Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? •Do they know that it is unsafe to arrange to meet unknown people online? •Do they know how to report any suspicions? •Do they understand they should not publish other people's pictures or tag them on the internet without permission? •Do they know that content put online is extremely difficult to remove? •Do they know what to do if they discover something malicious or inappropriate **Skills** •Do they follow the school's safer internet rules? •Can they make safe choices about use of technology? •Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? •Can they create strong passwords and manage them so that they remain strong? •Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? •Can they competently use the internet as a search tool? •Can they reference information sources? •Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? •Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information
Computing	**<u>Information Technology:</u>** **Yearbook** Microsoft Publisher
Religious Education	**How do different religions and world views create celebrations?** • How do you feel when you look forward in your life? • What are you looking forward to in life? • What special things will we remember about our primary school? • How will others remember us? • What songs and symbols will help us to say goodbye? • What kind of world would you like to live in? • What would you like to do in the world?
Physical Education	**<u>Games – Tennis</u>** **Acquiring and developing skills** • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation?

	• Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? **Evaluating and improving** • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? **Health and fitness** • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise? **<u>Coach – Rounders</u>** **Acquiring and developing skills** • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? **Evaluating and improving** • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? **Health and fitness** • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise? **<u>Swimming</u>** • Can they swim between 50 and 100 metres? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they recognize how swimming affects their body, and pace their efforts to meet different challenges? • Can the suggest activities and practices to help improve their own practice?
Art and Design	**<u>Textiles</u>** **Textiles** • Can they justify why the chosen material was the best for the task? • Can they justify design in relation to the audience? **3D-textiles** • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work? **Sketch Books** • Do their sketch books contain detailed notes, and quotes explaning about items? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and texts based research of commercial design, for example magazines etc to influence the layout of their sketch books. • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
Design and technology	**Electrical and mechanical components – Fairground rides** • Can they use different kinds of circuit in their product? • Can they think of ways in which adding a circuit would improve their product? **Stiff and flexible materials** • Can they justify why they selected specific materials? • How have they ensured that their work is precise and accurate? • Can they hide joints so as to improve the look of their product?
Music	• Can they use a variety of different musical devices in their composition? (including melody, rhythms and chords) • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats? • *Can they show how a small change of tempo can make a piece of music more effective?* • *Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?*

French	**Listening and responding** •Do they listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words? •Do they read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling? **Speaking** •Do they engage in a short conversation using familiar questions and express opinions? •Do they manipulate language to create and say sentences of their own choice using familiar language? •Do they manipulate language using a language scaffold to present their own ideas /information in more complex sentences? **Reading and responding** •Do they follow a familiar more complex text and read aloud? •Do they understand the gist of an unfamiliar text using familiar language? •Do they pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules? •Do they read and show understanding of a series of complex sentences using familiar language? •Do they use a bi-lingual dictionary to find the meaning of words in a text and understand their meaning in its context? **Writing** •Do they write and say a complex sentence manipulating familiar language, using a dictionary for new language? •Do they write complex sentences from memory manipulating familiar vocabulary with understandable accuracy? **Grammar** •Do they demonstrate understanding of knowledge adjectival agreement; 3rd person sing/pl. of regular/ high frequency verbs; definite article; elision WITH a relative clause in construction of complex sentences?
PSHE	**e-safety lesson** **<u>Changing Me (including sex education)</u>** **My self image** Do they understand that everyone is unique and special? **Puberty** Can they express how they feel when change happens? **Girl talk/boy talk** Do they understand and respect the changes that they see in themselves? **Babies- Conception to birth** Do they understand and respect the changes that they see in other people? **Attraction** Do they know who to ask for help if they are worried about change? **Transition to secondary school** Are they looking forward to change?
Enrichment	• Margate/Kingsgate • British Museum - Mayans • Swimming top up sessions • Focus Weeks Cultural/refugee/PE Week • School nurse – sex education • Transition • End of year production