

Curriculum Year 6 Term 1- C17 Emigration- Push and Pull forces

	Curriculum	Local Context
History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, for example: changes in an aspect of social history.</p> <p>Emigration to and settlement in North America</p>	<p>Late Tudor/C17 emigration to North America from Norwich.</p> <p>Mary Rose – Tudor exploration.</p> <p>Life on board ship in Tudor times.</p> <p>New discoveries through exploration.</p>
Geography	<p>Location: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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)</p>	<p>Location of Jamestown Virginia and environs. (or sim)</p> <p>Comparison of natural habitat with Norwich UK.</p> <p>Map-reading. Sailing/trading routes. Need for use of longitude for navigation. (John Harrison 1770s)</p> <p>Human migration.</p> <p>Creating settlements.</p> <p>Conflict with indigenous people.</p>
Science	<p>All living things: 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.</p> <p>Evolution and Inheritance: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>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.</p>	<p>Flora and fauna of N America- inc fossils</p> <p>Photosynthesis, classification, evolution, adaptation to environments, absorption, transpiration, respiration, health and diet of sailors.</p> <p>Floating and sinking.</p> <p>Evaporation – how to make clean water?</p> <p>Seasons/farming</p> <p>Biodegradable materials.</p>
Design and Technology	<p>Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,</p>	<p>Tudor ship artefacts as found on the Mary Rose discovery.</p> <p>Salvaging items from the water using pulleys. Stable</p>

	<p>prototypes, pattern pieces and computer-aided design</p> <p>Make: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Technical knowledge: understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages</p>	structure.
Art	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	<p>Drawings and watercolour paintings of plants.</p> <p>Pottery.</p>
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Assembly music</p> <p>African drumming</p>
PE	Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.	Invasion games
Computing	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Scratch programme.</p> <p>Cross Curricular: PowerPoint/Keynote, CAD, Tables, Word documents</p>
French	By engaging with other languages, including, where appropriate, those	French lessons delivered by specialist teachers from CAN

	<p>used in their communities, children should: 1. look at the patterns, structures and origins of languages in order to understand how language works 2. listen to and join in with conversation in other languages and communicate about simple, everyday matters 3. understand how learning other languages can help them appreciate and understand other cultures as well as their own.</p>	
English	<p>Reading, Comprehension, Spelling, Handwriting Composition, Vocabulary, grammar and punctuation In writing children should: 1. learn to write for a variety of purposes, for a range of audiences and in a range of forms 2. develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding 3. explore writing using different media including web pages and multimodal formats in English and in other languages.</p>	<p>Writing in context:</p> <ul style="list-style-type: none"> • Non chronological reports • Losing and finding story • Biographies • Wishing/Warning story • Diary entries
Maths	<p>Breadth of learning: During the year, pupils should be taught the knowledge, skills and understanding through:</p> <ul style="list-style-type: none"> • practical activity, exploration and discussion • using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols • estimating, drawing and measuring in a range of practical contexts • drawing inferences from data in practical activities • exploring and using a variety of resources and materials, including ICT <p>activities that encourage them to make connections between number work and other aspects of their work in mathematics.</p>	<p>Maths in context:</p> <ul style="list-style-type: none"> • Mass of gasses • Capacity • Designing a ship/costing. • Scale models • Time/distance/speed • Coordinates • Nautical measurements • Depths of oceans • Time differences – Greenwich. • Perceptions of shape – earth flat or spherical?
British Values and SMSC	<ul style="list-style-type: none"> • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures • Encourage respect for other people • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour 	<p>Debate and votes on relevant issues. Class elections Social: identities constructed by comparing ourselves to others. Immigration. Moral: How should we treat people who are different to us? Should we share everything? Spiritual: How does nature promote awe and wonder?</p>

	<ul style="list-style-type: none">An understanding of the importance of identifying and combatting discrimination.	<p>Why do some people feel so strongly about their religious beliefs that they will move countries? Cultural: How was native American culture different to the settlers?</p>
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