YEAR 6 CURRICULUM
SUMMER TERM

‘EARTHQUAKE ZONES AND VOLCANOES’

Longhill Primary School Year 6 Summer Curriculum

Theme – **Earthquake Zones and Volcanoes**

Driving the Theme:

Geography
As a geographer we will investigate patterns pf earthquakes, mountains and volcanoes. We will explore the different climatic and vegetation zones of the world. We will find out about where natural resources are found. We will explore how countries are linked through their use of natural resources.
Programmes of Study <u>Locational Knowledge</u> • Locate the world's countries, using maps to focus on Europe, North America or South America, concentrating on their environment regions, key physical and human characteristics, countries and major cities. • 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((build on understanding from year 3) <u>Place Knowledge</u> • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and region within North or South America. <u>Human and Physical Geography</u>

- Describe and understand key aspects of : physical geography including climate zones, biomes (briefly discussed to expose terminology), rivers, mountains, water cycle and volcanoes and earthquakes. Human geography including economic activity, trade links, distribution of natural resources including energy, minerals and water.

Geography 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 to build their knowledge of the United Kingdom and 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.

We will look at:

Physical features of our own world such as The 'Ring of Fire' - an amazing parts of the world where most of the volcanoes and earthquakes may be found, different types of volcano that may be found around the ring of fire. The incredible range of temperature zones from the poles to the tropics and how the vegetation and animals differ in these places. We will look at places where we find our most precious life resources and where we find our most precious economic resources. We will research the location of major mountain chains of the world and look at how they have formed over many millions of years.

Human features of our world, such as economic activity in different zones throughout the world, how countries trade their natural resources. We will also look at some of the deepest mines and the fantastic machinery that extract natural resources. We need to think about some of the concerns about the overuse of some of the world's natural resources such as rainforest, timber, fish and even helium. We will explore how scientists are trying to develop new energy resources and technologies and how communities and engineers deal with volcanic eruptions and earthquakes.

Writing	Reading	SPaG
Narrative Setting description Balanced argument	One whole class SPIES session per week which covers: S: Sets out the objective for the lesson. P: Probe the text. This focuses on content domain 2a and picks out useful vocabulary and language that will help the children to better understand the text and develop their own vocabulary knowledge. I: Investigate further. This focuses on content domain 2b where children answer retrieval questions. E: Extend the learning. This focuses on content domain 2d where children develop their inference skills. S: Search for meaning. This section changes to cover the remaining content domains. <u>Mini Missions:</u> There are two further reading lessons in the week. The first is a taught 'Mini Mission' that focuses on further developing the inference skills of the children as this has been identified as an area to improve. The second 'Mini Mission' is an independent activity that focuses on 2b. Children answer a range of retrieval questions presented in a variety of ways. (Find and copy, tick, number, etc.)	The difference between vocab and structure typical of informal speech and that appropriate for formal speech and writing or the use of **subjunctive** forms. How words are related by meaning as synonyms and antonyms. Use of the **passive** to affect the presentation of information in a **sentence**. Use of the semi colon, colon and dash to mark the boundary between independent **clauses** Use of the colon to introduce a list and use semi colons within lists. **Punctuation** of bullet points to list information. How **hypens** can be used to avoid ambiguity. Recognise the **subject** and **object** of a sentence.

	<u>Big Read Texts</u> Holes	

Science

Working Scientifically

During years 5 and 6 pupils should be

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Taking measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scattergraphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identifying evidence that has been used to support or refute ideas or arguments.

Summer 1

Animals including humans

- To know the main parts of the human circulatory system, and the functions of the heart, blood vessels and blood.
- To know the impact of diet, exercise, drugs and lifestyle on the ways their bodies function.
- To know the ways in which nutrients and water is transported.

Summer 2

Living Things and their habitats

- 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

- 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.

Art	Music
Summer 1 Printing Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, feet, shapes, objects and found materials Can Monoprint by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure Can take rubbings from texture to understand and inform their own texture prints Can repeat a pattern, randomly placed or tiled in a grid with a range of blocks Can explore and create patterns and textures with an extended range of found materials - e.g. sponges, leaves, fruit, ink pads Summer 2 Sculpture Can handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features Can respond to sculptures and craft artists to help them adapt and make their own work Can feel, recognise and control surface experimenting with basic tools on rigid / pliable materials	Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. Charanga You've got a friend Reflect, rewind and Replay Continuous Provision Focus on a particular style of music to listen to over time. Display posters that use musical terminology. Provide apps and devices with music composing functions. Pupils suggest songs to listen to and experience a wide variety of styles. Longitudinal Learning Mash up In this ongoing challenge pupils use mixing apps (e.g. the app Deejay on the Apple app store) to mix together two songs.

Can use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care	

Modern Foreign Languages

1. Dans la salle de classe – Classroom items
2. J'adore le football! - Sports and other leisure time activities
3. Il est grand et gros – 3rd person descriptions

D and T

Summer 2

Model Making

To use a saw to cut dowel and wood.
To use a mitre block to create a joint.
To measure and mark wood to required lengths.
To select appropriate joining techniques.
To use research to inform understanding of design.
To know the impact of some historical events and designers on Design and Technology.

Designing

Understanding contexts, users and purposes

- work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
- describe the purpose of their products
- indicate the design features of their products that will appeal to intended users
- explain how particular parts of their products work

In late KS2 pupils should also:

- carry out research, using surveys, interviews, questionnaires and web-based resources • identify the needs, wants, preferences and values of particular individuals and groups
- develop a simple design specification to guide their thinking

Generating, developing, modelling and communicating ideas

- share and clarify ideas through discussion
- model their ideas using prototypes and pattern pieces
- use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas
- use computer-aided design to develop and communicate their ideas

- In late KS2 pupils should also:
- generate innovative ideas, drawing on research

- make design decisions, taking account of constraints such as time, resources and cost

Making

Planning

- select tools and equipment suitable for the task
- explain their choice of tools and equipment in relation to the skills and techniques they will be using
- select materials and components suitable for the task
- explain their choice of materials and components according to functional properties and aesthetic qualities

In early KS2 pupils should also:

- order the main stages of making

In late KS2 pupils should also:

- produce appropriate lists of tools, equipment and materials that they need
- formulate step-by-step plans as a guide to making

Practical skills and techniques

• follow procedures for safety and hygiene
• use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components

In late KS2 pupils should also:

• accurately measure, mark out, cut and shape materials and components
• accurately assemble, join and combine materials and components
• accurately apply a range of finishing techniques, including those from art and design
• use techniques that involve a number of steps
• demonstrate resourcefulness when tackling practical problems

Evaluating

Own Ideas and Products

- identify the strengths and areas for development in their ideas and products
- consider the views of others, including intended users, to improve their work

In late KS2 pupils should also:

- critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make
- *evaluate their ideas and products against their original design specification*

Exisiting Products

- how well products have been designed
- how well products have been made
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

In late KS2 pupils should also investigate and analyse: • how much products cost to make

- how innovative products are
- how sustainable the materials in products are
- what impact products have beyond their intended purpose

Key Events and individuals

- about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products

PE	RE	PSHCE- Jigsaw
The PE HUB Summer 1 Athletics • Become confident and expert in a range of techniques and recognise their success • Apply strength and flexibility to a broad range of throwing, running and jumping activities • Work in collaboration and demonstrate improvement when working with self and others • Accurately and confidently judge across a variety of activities Table Tennis Summer 2 Athletics • Become confident and expert in a range of techniques and recognise their success • Apply strength and flexibility to a broad range of throwing, running and jumping activities • Work in collaboration and demonstrate improvement when working with self and others	Discover RE Summer 1 & Summer 2 Theme Beliefs and Meaning **Key Question:** Does belief in Akhirah (life after death) help Muslims lead good lives? **Religion:** Islam	Relationships I know that it is important to take care of my mental health. I know how to take care of my mental health. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when people are trying to gain power or control. I can judge whether something online is safe and helpful for me. I can use technology positively and safely to communicate with my friends and family. Changing Me I am aware of my own self-image and how my body image fits into that. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean having a girlfriend/boyfriend.

• Accurately and confidently judge across a variety of activities <u>Fitness</u>		I can identify what I am looking forward to and what worries me about the transition to secondary school/moving to my next class.

Computer Science

Mr Andrews Online Curriculum: Who Wants to Play? AND Programming: Getting Smarter. (https://mrandrewsonline.co.uk/who-wants-to-play-2/ AND https://mrandrewsonline.co.uk/programming-getting-smarter/)

Use these as post-SATs projects.

Who Wants to Play?

Information Technology

- Identify the pros and cons of different games.
- Use creative tools to create a marketing campaign for a game.
- Design and create 8-bit characters.
- Combine text and images to create posters.
- Plan and create a video by combining images, text, music and different layouts.
- Use word processing tools to format a document.

Computer Science

- Work independently to design and program a game for a specific audience.
- Program a game which tells a story over more than one level.
- Experiment with different codes to test each element of a game until the desired outcome is reached.
- Make predictions about what will happen in a program when inputs are changed.
- Test, debug and improve programs.

Digital Literacy

- Describe ways technology can affect healthy sleep and strategies, tips or advice to promote healthy sleep with regards to technology.
- Explain the importance of self-regulating my use of technology and demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).
- Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

Programming: Getting Smarter:

Information Technology

- Present understanding of new programming concepts with digital tools.

Computer Science

- Use selections and procedures in programs.

- Create programs including repeat commands.
- Create simple variables and understand their role in a program.
- Use logical reasoning to detect and correct errors in algorithms.

Try New Things

Continuous Provision

Make a web page