



Everybody Excelling, Every Day, No Excuses!

Theme Title: <u>Civilisation</u>			Year group: 6 Term: Spring 1
Hook	Explore	Excite	Celebrate
Over Spring 1 and 2 Set up a class museum with replica items from each civilisation.	Art work from the various civilisations	British museum	Make and share celebration foods from the civilisations e.g. tasty millet porridge topped with peach, orange, cinnamon or ginger

Core subjects: Theme Content

By the end of this unit the children will be able to...

Science

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.

Working Scientifically Focus

Describe how living things are classified into broad groups according to common observable characteristics.
 Classify plants and animals into groups.
 Tell you why I have classified them into those groups.
 Plan different kinds of fair experiments.
 Recognise why controlling variables is important and explain how I do this in my experiments.
 Take accurate measurements using scientific equipment.
 Take repeated measurements when appropriate.
 Record data using:
 Labelled scientific diagrams.
 Classification keys.

	<p>Tables.</p> <p>Bar charts.</p> <p>Line charts.</p> <p>Draw conclusions from my results and describe causal relationships in results.</p> <p>Present my findings in a written report with an introduction, conclusion and results.</p> <p>Present my findings in an oral presentation.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>
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Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE	<p><u>Aspirations</u></p> <p>Identified Strengths</p> <p>To identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>To self-assess, understanding how this will help their future actions</p> <p>To be able to reflect on past achievements</p> <p>To recognise achievements of others as being worthwhile and important</p> <p>Setting Goals</p> <p>To begin to set personal goals</p> <p>To identify the skills they need to develop to make their contribution in the working world in the future</p> <p>To make connections between their learning, the world of work and their future economic wellbeing</p>
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Humanities	<p><u>Spring 1 and 2</u></p> <p><u>What can we learn from the earliest civilizations? Humanities</u></p> <p><u>Achievements of the earliest civilizations and overview of where and when – Ancient Sumer, Indus Valley, Egypt, Shang Dynasty</u></p> <p><u>Human geog, location of countries around the world. Key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</u></p> <p>When did these civilisations take place?</p> <p>Which event is older? How do you know?</p> <p>How did life change during these civilisations?</p> <p>What do songs/paintings etc tell us about these civilisations?</p> <p>Do these (above) tell us the truth about the civilisations?</p> <p>What's the story behind their success?</p> <p>What was so important about their achievements?</p> <p>What was it like to live during these civilisations?</p> <p>What issues affected people during these civilisations?</p> <p>Where were these places?</p> <p>What do you expect these places were like?</p>
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What were they actually like?

How were these places connected to other places?

What jobs did people do?

What did people do in their spare time?

What sort of homes did people have?

Why were these places special?

What are the main similarities and differences between these places and how we live?

I can name and locate the countries of Europe, North America and identify their main human and physical characteristics

I can describe links between different countries, such as trade links, exports and imports

I can describe how natural resources, such as water, energy, food and minerals are distributed

I can apply my knowledge of chronology in a secure way

I can make a time line of events or developments

I can describe how things have changed over time

I can use the correct historical vocabulary in my writing and discussions about the past

I can use words to describe how time passes and how events are recorded

I can describe similarities and differences between time periods, by comparing and contrasting

I can describe the ways of life of ordinary people who lived in this country or other parts of the world in the past.

I can describe the beliefs and ideas people held.

I can describe connections between developments in different time periods

I can describe why an event, people or individual are significant

I can talk about the causes and effects of events in the past

I can explain when an important event or development happened, why it happened and what happened next

I can ask and answer more complex questions about the past

I can select appropriate information from different sources to find out about the past, such as

*novels and play scripts

*information books

*pictures or photographs

*documents and diaries

*DVDs or videos

*the internet

*artefacts

*museum displays

*old buildings and heritage sites

I can organise my understanding of history in different ways to make sure it makes sense such as

*writing

*drawing

	<ul style="list-style-type: none"> *painting and collage *drama *making models * making a museum display *performing a play *giving a spoken representation *making a presentation using the computer or a short film <p>I can write as if I were living in the past, perhaps in the style of an autobiography or diary.</p> <p>I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics.</p> <p>I can describe how locations are changing and explain some of the reasons for the change.</p> <p>I can name and locate the countries of Europe, North America and identify their main human and physical characteristics</p> <p>I can describe links between different countries, such as trade links, exports and imports</p> <p>I can describe how natural resources, such as water, energy, food and minerals are distributed</p> <p>I can use different types of maps, atlases, globes and digital maps to locate countries or other physical features globally, nationally or in the local area.</p> <p>I can collect and analyse statistics and other information in order to draw clear conclusions</p> <p>I can use a range of resources to give a detailed description and opinion of the characteristic features of a location.</p> <p>I can describe patterns of change in the local area</p> <p>I can use different types of fieldwork sampling to observe, measure and record the human and physical features of the local area.</p> <p>I can record the results of fieldwork in a range of ways including sketch maps, plans and graphs utilising digital technologies.</p> <p>I can place symbols and keys on maps and plans that I may draw</p>
RE	<p>Hajj</p> <p>I can make connections between the Qur’an and Muslim’ pilgrimages.</p> <p>I can make connections between obligations of religious observance and Hajj rituals.</p> <p>I can use a range of sources to gain knowledge about Muslim beliefs and traditions.</p> <p>I can imagine how it would feel to take part in Hajj.</p> <p>I can explain the reason behind some Hajj traditions.</p>
Arts– Drop Down	<p>Engineering and Science DT focus</p>
PE	<p>Invasion Games</p> <p>Netball</p> <p>I can choose when and how to pass, so that my team keep possession</p> <p>I can use attacking and defending skills appropriately in games</p> <p>I can know the importance of being fit, and what types of fitness are most important for playing Netball</p> <p>I can plan and lead skill practices for Netball</p> <p>I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them</p>

	<p>I can plan and use tactics with my team to be successful in a Hi-Five game</p> <p>Gymnastics Holes and Barriers</p> <p>I can use planned variations and contrasts in actions and speed in my sequences. I know how to improve my health and fitness through gymnastics and how this helps me with other sports. I can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others</p>
Computing	<p>Design information leaflets about mammals, reptiles, amphibians Resources: Purple Mash (search 'blank leaflet'), Internet</p> <p>Using technology Use the internet to research What key words can we use in our search?</p> <p>Programming How do you edit a picture? How can you add your own picture?</p> <p>Digital Literacy What are the main tools in Purple Mash and how do we use them? What other software could we use to present information?</p>
MFL	<p>I can talk about and name rivers and countries in Spanish. I can describe the weather in the immediate future tense. I can write a non-fiction text.</p>