



Everybody Excelling, Every Day. No Excuses!

<b>Theme Title:</b> <b><u>Civilisation</u></b>			<b>Year group: 6</b>  <b>Term: Spring 2</b>
<b>Hook</b>	<b>Explore</b>	<b>Excite</b>	<b>Celebrate</b>
<b>Over Spring 1 and 2</b> 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

**Animals including humans**

**identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood**

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Identify and name the main parts of the human circulatory system.

Describe the functions of the heart, blood vessels and blood.

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.

Tables.

	<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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<b>Foundation: Theme Content / Foundation: Links to National Curriculum</b>	
PSHE	<p><u>Health</u></p> <p>Physical, Emotional and Mental</p> <p>To know about the basic synergy between physical, emotional and mental health</p> <p>To know about, recognise and understand changes that occur during puberty</p> <p>Healthy Lifestyles</p> <p>To understand the importance of making change in adopting a more healthy lifestyle</p>
Humanities	<p><b><u>Spring 1 and 2</u></b></p> <p><b><u>What can we learn from the earliest civilizations? Humanities</u></b></p> <p><b><u>Achievements of the earliest civilizations and overview of where and when – Ancient Sumer, Indus Valley, Egypt, Shang Dynasty</u></b></p> <p><b><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></b></p> <p><b>When did these civilisations take place?</b></p> <p><b>Which event is older? How do you know?</b></p> <p><b>How did life change during these civilisations?</b></p> <p><b>What do songs/paintings etc tell us about these civilisations?</b></p> <p><b>Do these (above) tell us the truth about the civilisations?</b></p> <p><b>What's the story behind their success?</b></p> <p><b>What was so important about their achievements?</b></p> <p><b>What was it like to live during these civilisations?</b></p> <p><b>What issues affected people during these civilisations?</b></p> <p><b>Where were these places?</b></p> <p><b>What do you expect these places were like?</b></p> <p><b>What were they actually like?</b></p> <p><b>How were these places connected to other places?</b></p> <p><b>What jobs did people do?</b></p> <p><b>What did people do in their spare time?</b></p> <p><b>What sort of homes did people have?</b></p>

**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

\*painting and collage

\*drama

\*making models

\* making a museum display

\*performing a play

	<p>*giving a spoken representation          *making a presentation using the computer or a short film          I can write as if I were living in the past, perhaps in the style of an autobiography or diary.          I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics.          I can describe how locations are changing and explain some of the reasons for the change.          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 use different types of maps, atlases, globes and digital maps to locate countries or other physical features globally, nationally or in the local area.          I can collect and analyse statistics and other information in order to draw clear conclusions          I can use a range of resources to give a detailed description and opinion of the characteristic features of a location.          I can describe patterns of change in the local area          I can use different types of fieldwork sampling to observe, measure and record the human and physical features of the local area.          I can record the results of fieldwork in a range of ways including sketch maps, plans and graphs utilising digital technologies.          I can place symbols and keys on maps and plans that I may draw</p>
RE	<p><b>Lent and Easter</b>          I can explain the importance of different days in Lent and Easter.          I can name different actions that occurred during the stations of the cross.          I can name different people who had roles in the original Lent and Easter.          I can name different symbols that Christians use to remember Lent and Easter.          I can explain how Christians celebrate different parts of Lent and Easter.          I can explain how Easter Eggs are linked to Lent and Easter.</p>
Arts– Drop Down	<p><b>International Evening</b> Performance Focus</p>
PE	<p>Striking and Fielding- Cricket          I am familiar with and use the rules set, and keep games going without disputes helping others to respond appropriately to decisions          I can choose and use batting or throwing skills to make the game hard for my opponents          I can describe what is successful in my team’s performance and act as a motivational and knowledgeable coach to improve our performance</p> <p>Dance          I can work as a choreographer to produce a dance for a valued audience.</p> <p>I can use appropriate language and terminology to describe, interpret and evaluate dance.          I can recognise how costume, music and set can help to improve a dance performance</p>

Computing	<p><b>Purple Mash Unit 6.7 – Quizzing</b></p> <p><b>To make a picture quiz for young children.</b></p> <ul style="list-style-type: none"> <li>• Children have used the 2DIY activities to create a picture-based quiz.</li> <li>• Children have considered the audience’s ability level and interests when setting the quiz.</li> <li>• Children have shared their quiz and responded to feedback.</li> </ul> <p><b>To learn how to use the question types within 2Quiz.</b></p> <ul style="list-style-type: none"> <li>• Children understand the different question types within 2Quiz.</li> <li>• Children have ideas about what sort of questions are best suited to the different question types.</li> <li>• Children have used 2Quiz to make and share a science quiz.</li> <li>• Children have considered the audience’s ability level and interests when setting the quiz.</li> <li>• Children have shared their quiz with peers.</li> <li>• Children have given and responded to feedback.</li> <li>• As a class, children have collaborated on a quiz.</li> </ul> <p><b>To explore the grammar quizzes.</b></p> <ul style="list-style-type: none"> <li>• Children have tried out the different types of Text Toolkit grammar games.</li> <li>• Children have chosen an appropriate Text Toolkit tool to make their own grammar game.</li> </ul> <p><b>To make a quiz that requires the player to search a database.</b></p> <ul style="list-style-type: none"> <li>• Children have used a 2Investigate quiz to answer quiz questions.</li> <li>• Children have designed their own quiz based on one of the 2Investigate example databases.</li> </ul> <p><b>Are you smarter than a 10- (or 11-) year-old? To make a quiz to test your teachers or parents.</b></p> <ul style="list-style-type: none"> <li>• Children have used their knowledge of quiz types to create a quiz show quiz based on a curriculum area.</li> </ul>
MFL	<p>I can talk about and name Spanish food including tapas.</p> <p>I can take part in a café role play and order food including ice-cream.</p> <p>I can read and write a short recipe in Spanish.</p>