

Year 6
Willow Class

Spring Term

Intent: What do we want our the children to learn? How do we intend to achieve this? Skills and Knowledge coverage during the Topic

End Points:

- Children to present a debate, followed by a vote, on the development of a hotel in an unspoilt coastal location, with arguments for and against.
- Write a balanced argument for the construction of a new hotel in a coastal area

Curiosity

Skills Focus

Knowledge & Understanding of The World:

History:

- Historical Enquiry:

- Use primary and secondary sources to find out about an aspect of time past, with relation to changes in landforms, weather, human influences and global warming impact

Geography:

Human and Physical:

- Describe and understand key aspects of physical geography including Tsunamis, Flooding, Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.
- Understand the impact on human life and settlements and safety measures taken

Geographical Skills and Fieldwork:

- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (River Wansbeck and Flood barriers in Morpeth)

Locational Knowledge:

- Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.

Place Knowledge:

- Understand some of the reasons for similarities and differences to locations in relation to flooding, erosion, volcanoes and earthquakes
- Locate Norwich and East Anglia and look at its physical features(linked to focus text in English)

Science

Create an exploding volcano

Medical Discovery: - Penicillin

- 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.

French:

- 'J'habite'

**PSED: 'Jigsaw' - Being Me in My World
Dreams and Goals
Healthy Me**

R.E. Christianity – Communities

- Becoming aware of the similarities and differences within the Christian Faith.

**Which disasters are a result
of natural causes or human
influence ?**

Creative Development

Developing ideas:

Collect information, sketches and resources. Manipulate, adapt and refine ideas to develop an impression of a particular artist's work. Explore ideas in a variety of ways; Comment on famous design and art using technical language – *tone, tint, foreground/background, texture, brushstrokes, line, refraction, shadow*
Collage: Select, and manipulate varied materials for artistic effect (*overlapping and overlaying* tissue paper)

Sculpture: create clay volcanoes using tools and fingers

Taking inspiration: Replicate some of the techniques and style used by notable seascape artists, (Turner, Hokusai, Monet, Dali) Create original pieces influenced by studies of others.

Music: Use a wide range of high-quality recorded music from different traditions, composers and musicians

Charanga – 'A New Year Carol' – Benjamin Britten

Tech, Media, Materials:

- Computing: Coding -
- **E-Safety:**
-use Technology safely and responsibly, knowing how to report unacceptable behaviour and keep safe personally

**Physical Development:
Invasion Games:**

- develop hand/eye coordination and footwork skills
- learn and apply basic skills and rules for attacking and defending in netball, small-sided games

Gymnastics:

- develop strength, flexibility, control and balance with an isolated lesson

Self Belief

Self Awareness

Curiosity

Aspirations

Life Skills

Independence

Self Belief

Self
Awareness

Key Vocabulary

climate zone/coastal zone
erosion
Holbeck Hotel in Scarborough
deposition (landforms)
coastal and flood defences
sediment
tidal action
surge
global warming
sea level

tombolo
stump,
stack,
landslide
coastal management: revetment, sea wall, gabion, groyne,
plate tectonics
fault lines
seismographs
Beaufort/Richter Scale
climate
tropics
drought
hurricane/tornado/typhoon/cyclone
crust
magma
extinct
dormant
relief map

Flood plan
survival kit

Text Links:

Floodland – Marcus Sedgewick (Focus Text)

Volcanoes - Emily Dodd
Extreme Weather – Thomas Kostigen
100 Most Destructive Natural Disasters – Scholastic
Flood – Alvaro Villa
Survivors – David Long
Rescue – David Long

LOTG (including Forest School, Visits and Visitors)

- Maths – Collecting and presenting data linked to river flow and height at Sheepwash **(FS visit)**
- Classification of natural resources gathered linked to Carl Linnaeus' system
- Design and build a dam to withstand a surge of water. Test and evaluate
- Create a list of emergency supplies needed for natural disasters **(FS)**
- Vocabulary activities linked to text - using definitions and clues
- Quiz related to weather types and world locations

Cross Curricular Maths and English Links:

- Collecting and presenting data on size of global earthquakes onto a chart
- Measures – capacity activities linked to text and geography (flooding)
- Create a glossary for different types of extreme weather
- Drama linked to Flood (PSHE) by Alvaro Villa
- Write a diary entry/blog for a resident of Oklahoma after the Moore Tornado
- Instructions for residents for what to do when a flood is announced
- Write an explanation
- Write a balanced argument for the council spending money on flood defences
- Persuasive statements (negative and pos) for the development of a hotel in a coastal area
- Reading comprehension on the eruption of Vesuvius in AD 79 (Pliny the Younger)

Implementation: How and when it will be taught

Week 1: What is our knowledge of coastlines and how they are formed?

Children will complete pre-assessment KWL and update periodically

Children will learn:

- Which coastal areas have you visited ?
- Identify on a UK map(include Norwich from English text)
- Show different types of coasts: sandy, shingle and explain how they are under constant erosion
- Types of landforms: erosion and deposition
- How to identify patterns in coastal areas

Geography Skills:

- *Locate well-known coastlines of UK & the World*
- *Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.*

Science: Meet Linnaeus and learn about his classification system.

- *Create classification routes for a range of living things.*

Art: Create a palette of shades and tones of blue in preparation for seascapes using watercolour and poster paint – look at some sea scenes and discuss names for shades

- *Combine colours, tones and tints to enhance the mood of a piece.*
- *Use brush techniques and the qualities of paint to create texture.*

R.E. Discuss the sacraments and explain that different denominations have different approaches to them.

- *Know that belonging can assume many forms including belonging to a religious community.*

Week 2 : What are the physical features of coasts and the processes of erosion that affect them

Children will learn:

- the formation of caves, stacks and arches, weak spots and crack
- about human activity and its contribution to erosion of the land near coasts, such as building on cliffs
- how can humans minimise the risk of erosion and landslides to coastal areas

Geography Skills:

- *Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.*
- *Identify their main environmental regions, key human characteristics which affect physical characteristics*

Science: Play an odd one out game and identify similarities and differences between animal, micro-organism and plant classifications.

- *Group animals, micro-organisms and plants into broad groups then sub groups according to observable features.*

Art:

- Using knowledge of shades and tones of blue in preparation for seascapes, use tissue paper collage to show receding colours in the distance and movement of water
- Study the work of Turner and Monet focusing on their use of colour and texture to show movement and perspective of water

- *Use overlapping, and mix textures (rough and smooth) for a striking effect*
- *Create original pieces that are influenced by studies of others*

R.E. Compare and contrast the cycle of festivals in different denominations.

- *Understand that Christians express their sense of belonging to a religious community in many ways.*

Week 3: What are the different strategies of coastal management ?

Children will learn:

- The names of different types of coastal defences: sea walls, revetments, gabions and groynes.
- How these coastal management strategies protect against flooding and land damage
- how to evaluate the advantages and disadvantages of using coastal management strategies?
- how coastal management strategies affect people's lives now and in the future?

Geography Skills:

- *Identify the key human characteristics which affect physical characteristics*

Science: Create a feature-led classification system.

- *Design and test out a classification key for birds, bees or butterflies.*

Art: cont.

- Using knowledge of shades and tones of blue in preparation for seascapes, use tissue paper collage to show receding colours in the distance and movement of water
- Study the work of Turner and Monet focusing on their use of colour and texture to show movement and perspective of water

- *Use overlapping, and mix textures (rough and smooth) for a striking effect*
- *Create original pieces that are influenced by studies of others*

R.E. Consider the importance of pilgrimage.

- *Understand that Christians express their sense of belonging to a religious community in many ways.*

Week 6: What are tsunamis and how are they caused ?

Children will:

- define a tsunami using geographical vocabulary
- learn that tsunamis are not caused by the weather
- investigate the causes (to be linked to next session on earthquakes)
- understand how so many lives were lost in the 2004 Asian tsunami
- look at a world map and predict areas to be affected by tsunamis

Geography Skills:

- Use maps to locate and describe features studied
- Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.
- On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities

Science: Design, describe, name and sketch a new creature that sits within a known classification route.

- Sort 'new' creatures within the Animalia classification system.

Art: Study the work of Hokusai (The Great Wave of Kanagawa) focusing on the use of colour and texture to show movement and action of water in a tsunami. Discuss how to replicate a wood block print using a white crayon for wax resistance to show the spray on the waves, before applying the paint, Use a fine line fibre tip to show the tips of waves

- Build up layers of colours by using a variety of materials

R.E. Consider ways that Christians show love for their neighbour by e.g. helping the poor, the disadvantaged and the victims of famine and natural disasters.

- Understand the importance of worship for Christians, and that worship takes many forms.

Week 5: What happened to the River Wansbeck in 2010 ?

Children will:

- examine photos and footage of the floods in Morpeth
- complete a pyramid rank of what is needed to be done to prevent this happening again in our local area
- complete 'Thinking Skills Jigsaw' activity on Flooding –
- examine photographs of current flood defences on the Wansbeck in Morpeth and self/peer assess the Council's actions
- evaluate impact of flood defences on life for a resident.

Geography Skills:

- Use fieldwork to observe, measure and record the human and physical features in the local area
- Identify the key human characteristics which affect physical characteristics
- Understand how these features have changed over time.
- Use maps to locate and describe features studied

Science: Write scientific descriptions of unusual living things from around the world.

- Classify unusual living things using their descriptions and online research.

PSHE - Use of picture book ' Flood' by Alvaro Villa to understand and discuss the impact of a flood on a family home

- Write a recount of the impact of the flood as one of the characters.

- Focus on change, managing risk and decision making

R.E. Use posters and examine photographs to reveal what Christians do and wear to show that they belong to the Christian community.

- Identify examples of what Christians do or wear to show they belong to Christianity.

Week 4: TRIP TORIVER WANSBECK

Children will learn:

- Local river management strategies for erosion at key locations on the riverbank:
 - gabions,
 - weir to control water flow
 - fish ladder for breeding and maintenance of livestock
 - river flow and depths
 - how to locate river course on a local map

Geography Skills:

- Use fieldwork to observe, measure and record the human and physical features in the local area
- Identify the key human characteristics which affect physical characteristics
- Understand how these features have changed over time.
- Use maps to locate and describe features studied

Science: collect, record, classify and name some of the botanical beauties found locally.

- Observe and record features and names of leaves found in their local environment
- Design and test classification keys to classify leaves found in their local environment

Art:

- Use digital media to capture still images of the River Wansbeck , whilst on a field trip

R.E. Examine the variety of ways in which Christians engage in worship.

- Begin to understand the importance of worship for Christians, and that worship takes many forms.

Week 7: What are earthquakes and how are they caused

Children will:

- recap on work on tectonic plate movement from last week
- use a world map to locate major world earthquakes described on cards
- create a key linked to the Richter scale to shade in earthquake areas
- consider the effects and impact on human life of living in an earthquake zone and the effects on the landscape

Geography Skills:

- Use maps to locate and describe features studied
- Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.
- On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities

Art: Cont. from previous week

- - Apply colour to the wax resist created last week, using watercolour to complete image

- **Build up layers of colour (mimic Prussian Blue) by using a variety of materials**

Week 8: What is meant by the term natural disaster ?

Children will:

- Learn about how some disasters are affected by extreme weather, climate and location
- Look on map of USA, specifically Texas, Oklahoma, Kansas and Nebraska, known as 'Tornado Alley' and highlight areas hit
- Use the Fujita Scale to classify some famous tornadoes (2013 Moore Tornado)

Geography Skills:

- Use maps to locate and describe features studied
- On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities

Music: Listen to music linked to the sea and water from a variety of musicians (Elgar, Debussy, Michio Miyagi. Sketch and discuss responses to the pieces.

Why are they linked to the sea ?

- listen with attention to detail and recall sounds
- appreciate and understand the elements of musical piece. focusing on tempo, timbre and texture

Week 9: What is meant by the term natural disaster ?

Children will:

- Learn about volcanoes and their location in the world,
- know why volcanoes erupt
- know the difference between a mountain and a volcano
- learn the terminology for volcano types and formation
- **Complete a cause and effect diagram about the impact of living in a volcanic zone**

Geography Skills:

- Use maps to locate and describe features studied
- Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.
- On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics

Art: Beginning with a ball of softened clay, create an erupting volcano using hand and tools, after studying some photos and video footage

- Use clay and tools to carve, add shapes, texture and pattern.

Week 11 (cont.) How will changes in coastal land use affect people and the environment in different ways ?

Children will:

- research coastal locations I(UK & World)
- following a proposal for a new hotel to be built, consider how a range of people respond to this
- produce
- prepare persuasive positive and negative arguments for each person's response the development
- hold class debate for different speakers and vote
- understand the different viewpoints on use of a specific environment

Geography Skills:

- *On a world map locate the main main environmental regions, key physical and human characteristics, and major cities.*
- *Identify the key human characteristics which affect physical characteristics*

Music:

- compose simple tune using own notations linked to one of the artists studied
- practise the tune in small groups and perform
 - *improvise and compose music for a specific purpose using the interrelated dimensions of music for effect*

Week 10: How will changes in coastal land use affect people and the environment in different ways ?

Children will:

- research coastal locations I(UK & World)
- following a proposal for a new hotel to be built, consider how a range of people respond to this
- produce
- prepare persuasive positive and negative arguments for each person's response the development
- hold class debate for different speakers and vote
- understand the different viewpoints on use of a specific environment

Geography Skills:

- *On a world map locate the main main environmental regions, key physical and human characteristics, and major cities.*
- *Identify the key human characteristics which affect physical characteristics*

Art: cont. complete dried out volcano by painting and adding PVA and glitter

- *Add materials to provide interesting detail*