

Our Amazing Planet Summer Term Year 6

Geography

Hothersall Lodge

Discovering the natural world around us is an integral and vital part of what we do during our five day residential at Hothersall Lodge, near Ribchester.

-We are able to take part in a range of field study activities.

-We carry out a river study, get involved with fieldwork programmes and even venture up a ghyll to investigate scenery and processes.

HUMAN AND PHYSICAL GEOGRAPHY

Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.

GEOGRAPHICAL SKILLS/FIELDWORK

Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.

GEOGRAPHICAL SKILLS /INTERPRET A RANGE OF SOURCES OF GEOGRAPHICAL FEATURES

Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.

History

Chronology

- Sequence events and periods through the use of appropriate terms relating to the passing of time (*empire, civilisation, parliament, peasantry...*).
- Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day (*e.g. with particular focus on the period from 850AD to 1066AD*).
- In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (*e.g. propaganda, bias, primary source, secondary source, reliability...*).
- Analyse connections, trends and contrasts over time (*e.g. warfare and battle*).

Events, People and Changes

- Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on military, political and social history.
- Establish a narrative showing connections and trends within and across periods of study.
- Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes (*e.g. understanding how different people settled*).

	<ul style="list-style-type: none"> ▪ Present a clear narrative within and across periods that notes connections, contrasts and trends over time. <p>Communication</p> <ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others.
Art	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Explore the work of artists, craftspeople and designers from different times and cultures. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. <p>Drawing</p> <ul style="list-style-type: none"> ▪ Use a journal to collect and develop ideas. ▪ Identify artists who have worked in a similar way to their own work. ▪ Use dry media to make different marks, lines, patterns and shapes within a drawing. ▪ Experiment with wet media to make different marks, lines, patterns, textures and shapes. ▪ Explore colour mixing and blending techniques with coloured pencils. ▪ Use different techniques for different purposes i.e. shading, hatching within their own work. ▪ Start to develop their own style using tonal contrast and mixed media. ▪ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. ▪ Show an awareness of how paintings are created i.e. composition. <p>Painting</p> <ul style="list-style-type: none"> ▪ Develop a painting from a drawing. ▪ Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. ▪ Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.

	<ul style="list-style-type: none"> ▪ Mix and match colours to create atmosphere and light effects. ▪ Be able to identify and work with complementary and contrasting colours. <p>Digital Media Use a graphics package to create and manipulate new images</p>
DT	<p>Design and Make a Fairground Ride</p> <p>Evaluation of Existing Products</p> <ul style="list-style-type: none"> ▪ Research and evaluate existing products (including book and web based research). ▪ Consider user and purpose. ▪ Understand how key people have influenced design. ▪ Identify the strengths and weaknesses of their design ideas. <p>Focused Tasks: Structures</p> <ul style="list-style-type: none"> ▪ Use the correct terminology for tools, materials and processes. ▪ Use bradawl to mark hole positions. ▪ Use hand drill to drill tight and loose fit holes. ▪ Cut strip wood, dowel, square section wood accurately to 1mm. ▪ Join materials using appropriate methods. ▪ Build frameworks to support mechanisms. ▪ Stiffen and reinforce complex structures. <p>Mechanical and Electrical Systems and ICT</p> <ul style="list-style-type: none"> ▪ Develop a technical vocabulary appropriate to the project. ▪ Use mechanical systems such as cams, pulleys and gears. ▪ Use electrical systems such as motors. ▪ Program, monitor and control using ICT. <p>Design</p> <ul style="list-style-type: none"> ▪ Plan the sequence of work e.g. using a storyboard. ▪ Use models and kits to help formulate design ideas. ▪ Combine modelling and drawing to refine ideas. ▪ Use exploded diagrams and cross-sectional diagrams to communicate ideas. ▪ Model alternative ideas.

	<ul style="list-style-type: none"> ▪ Decide which design idea to develop. <p>Make</p> <ul style="list-style-type: none"> ▪ Make prototypes. ▪ Develop one idea in depth. <p>Use researched information to inform decisions.</p> <ul style="list-style-type: none"> ▪ Produce detailed lists of ingredients / components / materials and tools. ▪ Use a computer to model ideas. ▪ Select from and use a wide range of tools. ▪ Cut accurately and safely to a marked line. ▪ Select from and use a wide range of materials. ▪ Use appropriate finishing techniques for the project. ▪ Refine their product – review and rework/improve. <p>Evaluation (of their Finished Product)</p> <ul style="list-style-type: none"> ▪ Give a report using correct technical vocabulary. ▪ Consider and explain how the finished product could be improved related to design criteria. ▪ Discuss how well the finished product meets the design criteria of the user. Test on the user. <p>Understand how key people have influenced design.</p>
<p>Music</p>	<p>Performing</p> <ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. <p>Listening</p> <ul style="list-style-type: none"> ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.

- Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).

Creating

- Improvise and develop rhythmic and melodic material when performing.
- Explore, choose, combine and organise musical ideas within musical structures.

Knowledge and Understanding

- Analyse and compare sounds.
- Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.
- Improve their own and others' work in relation to its intended effect.
- Use and understand staff and other musical notations.
- Develop an understanding of the history of music.

Pitch

- Identify short phrases and long phrases.
- Identify the prominent melody patterns in a piece of music.
- Improvise a melodic pattern.
- Improvise a melody.

Duration

- Perform rhythmic patterns and ostinati (*repeated melody lines*).
- Identify a silence in a rhythmic pattern with a gesture.
- Create rhythmic patterns including silences and notate.
- Indicate strong and weak beats through movements.
- Recognise a metre (*the way beats are grouped*) of 3 or 4.
- Recognise a change in metre.

Dynamics

- Recognise crescendo (*gradually getting louder*) and diminuendo (*grad. getting quieter*).
- Assess the appropriateness of dynamic choices such as accents (*sudden loud notes, or sudden quiet notes*).

Tempo

	<ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p>Timbre</p> <ul style="list-style-type: none"> ▪ Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. ▪ Recognise the instruments heard in a piece of music. <p>Texture</p> <ul style="list-style-type: none"> ▪ Understand how the texture might vary in a song. <p>Structure</p> <ul style="list-style-type: none"> ▪ Identify binary and ternary form when listening. ▪ Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc.) form.
Global Links	<p>What to do with the global goals in my life lesson</p> <p>http://worldslargestlesson.globalgoals.org/all-lesson-plans/</p>

