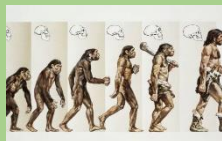




How did the Earth evolve?

Evolution (T3)– Volcanoes and Earthquakes – Natural disasters (T4)



Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

Year 6

Terms 3 & 4

**Big concept: change and diversity
Investigating and making a difference.**

Overview:

Predominant subjects: Science (T3) and Geography (T4)

This enquiry enables learners to learn about the evolution of humans and how they and animals adapt to their environment whilst learning about inherited characteristics (Science focus). As Geographers, in Term 4, we will be look at natural disasters with a focus on earthquakes and volcanoes and the effect that they have on communities.

Class texts have been chosen to enrich children’s learning, encouraging them to make links with their reading and wider curriculum learning. For example, Floodlands and survivors offers opportunities for children to learn about natural disasters and the effects that these can have. What Mr Darwins Saw allow children to develop their understanding of how humans have evolved and how animals adapt to their environment.

Learning links (previous learning):

History: Fossils would have been taught in Y3 however, spend a lesson recapping this. In Year 5, some children might have done a little bit of home learning regarding natural disasters.

Geography: Children will recap and build upon their locational and place knowledge, the water cycle and rivers.

Art: Children will build on weaving skills to create textiles.

Celebrating diversity and inspirational People:

Charles Darwin
Mary Anning
Velda Newman (Batiq artist).
Healy and Burke

Launch and Landings

Term 3 Launch: Sketching fossils and exploring the different types of fossils.

Term 4 Launch: Natural disasters experiments - Earthquake towers, Fizzy bottle rockets and Tornado art

Landing: Exhibition in the hall for another year group TBC. Green screen documentary including a live demonstration and earthquake simulation showing tectonic plates.

Experiential learning opportunities:

Experience day/ science experiment Science – Adaptation Bird Beak Experiment and maths work/ graphs

UWE Students – Inheritance and genetics workshop

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry

Science:	Geography:
<p>As Scientists we will: be exploring evolution and inheritance.</p> <p>Evolution and inheritance):</p> <ul style="list-style-type: none"> 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 <p>Vocabulary: Genes, DNA, Descendants, characteristics, variation, identical, adapt, natural selection, species, chromosomes, variation</p> <p>Through scientific enquiry, we will be:</p> <ul style="list-style-type: none"> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Secondary sources- Identifying scientific evidence that has been used to support or refute ideas or arguments Comparing and fair testing- 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 Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 	<p>As Geographers we will:</p> <p>Human & Physical Geography:</p> <ul style="list-style-type: none"> I can identify how and why volcanoes erupt. I can explain why and where earthquakes occur. <p><u>How did the Earth evolve?</u></p> <ul style="list-style-type: none"> Children identify how and why volcanoes erupt. How have natural disasters carved Earth's landscape? Children explain why and where earthquakes. How have natural disasters carved Earth's landscape? Children identify land-use patterns; and understand how some of these aspects have changed over time. How have natural disasters affected population distribution across Earth? Children use a map with symbols and keys, 8 compass points and 6 figure grid references to navigate to a location and trace a route. Where is volcano? Children use a scale to calculate the distance on a map. How far did specific natural disaster reach (e.g. lava flow, tsunami floods)? Children use digital technology (Google Earth, iPad, data loggers) to record, interpret and present geographical data. What was the impact of significant natural disasters on life (e.g. migration, resettlement)? <p>Vocabulary: topographical feature, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, water cycle, evaporation, transpiration, condensation, precipitation, run-off, river, tidal river, estuary, stream, lake, tributary, current, bank, delta, mouth, source, fresh water, saltwater, mountain, mountain range, tectonic plates, force, contour, altitude, elevation, erosion, summit, peak, ascent, descent, vegetation, biome Additional Year 6 Vocabulary: volcano, Ring of Fire, magma, mantle, fault, eruption, sill, vent, eruption, crust, extinct, core, conduit, dormant, ash, active, crater, earthquake, after shock, epicentre, fault line, fore shock, main shock, magnitude, Mercallie scale, micro quake, Richter scales, seismic, tremor, tsunami</p> <p>Geographical Skills & Field work:</p> <p><u>How did the Earth evolve?</u></p> <ul style="list-style-type: none"> Children use a map with symbols and keys, 8 compass points and 6 figure grid references to navigate to a location and trace a route. Where is volcano? Children use a scale to calculate the distance on a map. How far did specific natural disaster reach (e.g. lava flow, tsunami floods)? Children use digital technology (Google Earth, iPad, data loggers) to record, interpret and present geographical data. What was the impact of significant natural disasters on life (e.g. migration, resettlement)? <p>Vocabulary: arial map, ordinance survey maps, google map, political map, topographic map, physical map, economic/ resource map, scale, key, symbols, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), six figure grid reference, grid box, eastings, northings, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (kms)</p>

History:	Art
<ul style="list-style-type: none"> • As Historians we will be looking at: • Chronological awareness and understanding • Evolution topic- include a study of a significant person- Mary Anning 	<p>As Artists we will focusing on Textiles/Collage (felt, weaving and batiq)</p> <ul style="list-style-type: none"> • Experiment with weaving a range of fabrics, exploring texture, colour & effect through overlapping and layering • Revisit weaving skills and incorporate natural materials such as stones, sticks etc.to create own pattern • Study the textile art of Healy & Burke, analyse their use of media and express views in sketchbook • Explore felt making & creating felt sculptures https://www.accessart.org.uk/teenagers-make-small-sculptures-exploring-felt-making-and-transforming-materials/ • Revisit felt, incorporating stitches and embellishments • Study the textile art of Velda Newman (or batik artist) • Explore the process of batik, create a simple design inspired by evolution https://www.accessart.org.uk/making-batik-textiles-in-classroom/ <p>End piece – Plan & create a final textiles piece inspired by evolution, incorporating one or more of learned techniques</p>

Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<p>As Readers we will be writing/reading:</p> <ul style="list-style-type: none"> Studying the book 'Floodland' in our VIPERS sessions and reading it daily. Earth Shattering events Escape from Pompeii Survivors What Mr Darwin Saw <p>Talk for writing text: The Caravan (warning tale), The Ice Dagger Dragon (non-fiction report), Lost (finding tale) and Greta Thunberg (non-fiction biography).</p>	<p>As Mathematicians we will developing our understanding of:</p> <ul style="list-style-type: none"> tally charts, bar charts and continuous/ discontinuous data –looking at variation in our class. Fractions, decimals and percentages. An introduction to algebra, including finding rules and writing simple expressions. <p>Term 4:</p> <ul style="list-style-type: none"> Measurement: to convert units and build on perimeter, area and volume. Number, introducing ratio.

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music –term 4
<p>As fit and healthy citizens we will develop skills in: Tag Rugby and Quidditch,(T3) Hockey and Dance (T4)</p>	<p>As Musicians we will develop our musical skills and knowledge through Beacon Bristol music scheme:</p> <ul style="list-style-type: none"> Rhythm - Unit 6 Chronology
Computing	PSHE
<p>In computing we will develop skills through Teach Computing scheme:</p> <ul style="list-style-type: none"> Web Page Creation (T3) Introduction to Spreadsheets (T4) 	<p>As fit and healthy citizens we will develop our knowledge through SCARF scheme unit: Keeping myself safe Rights and responsibilities</p>
RE- term 3	Science (taught through PPA):
<p>As philosophers we will explore the question: RE Enquiry: What matters most to Christians and Humanists? <i>Christianity and Humanism</i></p>	<p><u>Working Scientifically</u> States of Matter Properties Term 3 Changes of Materials – Term 4</p>
French	
<p>Term 3: What Is The Weather? (<i>Intermediate Language Teaching</i>) Term 4: School (<i>Progressive Language Teaching</i>)</p>	