

**Theme:** A voyage of discovery Year 6

**Term:** Summer 1 (6 weeks)

**Curriculum drivers:** The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the '**Big Ideas**'.

| Key knowledge and skills  | Key knowledge and skills   |
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| <p><b>Science (See separate planning)</b><br/> <i>Big ideas: Investigation, explanation, observation</i></p> <p><b>CONSOLIDATE YEAR 3 ROCKS AND YEAR 5 ANIMALS, INCLUDING HUMANS</b><br/> <b>Enquiry: How have fossils changed over time and does this provide evidence for evolution?</b></p> <ul style="list-style-type: none"> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (<b>observation, explanation, investigation</b>)</li> <li>Know that fossils are evidence for evolution. (<b>observation, explanation</b>)</li> <li>Understand that living things produce offspring of the same kind and that offspring are not identical to parents. (<b>observation, explanation</b>)</li> <li>Understand that DNA carries genetic material from parent to offspring. (<b>observation, explanation</b>)</li> <li>Understand that successful adaptation can lead to evolution. (<b>observation, explanation</b>)</li> <li>Know that many scientists have researched evolution for many years. (<b>observation, explanation</b>)</li> </ul> | <p><b>Geography</b><br/> <i>Big ideas: Location, diversity, impact</i></p> <ul style="list-style-type: none"> <li>Understand the impact of human actions on the world by hypothesising how biomes can be better conserved. (<b>location, diversity, impact</b>)</li> <li>Identify how animals and plants are adapted to suit their environment in different ways (Science) (<b>location, diversity, impact</b>)</li> <li>Apply understanding of adaptation and biomes to hypothesise how animals will adapt in the future. (<b>location, diversity, impact</b>)</li> <li>Know that maps help to show patterns, cause and effect, relationships and connections. (<b>location, diversity, impact</b>)</li> <li>Know that a style of thematic map can be chosen to show data.</li> <li>Draw a variety of maps, sketches and plans with accurate symbols, keys and scale. (<b>location</b>)</li> </ul> <p><b>History</b><br/> <i>Big ideas: Chronology, innovation, impact</i></p> <p><b>HISTORY/SCIENCE FOCUS</b><br/> <b>Key Question: What is natural selection?</b></p> <ul style="list-style-type: none"> <li>Hypothesise why natural selection happens and how this links to adaptation and evolution. (<b>impact</b>)</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Know that Charles Darwin, Mary Anning and Alfred Wallace are scientists who thought about evolution. (<b>observation, explanation</b>)</li> <li>• Know that all of the work that scientists do helps us to understand where we have come from. (<b>observation, explanation</b>)</li> </ul> <p><b>SC1</b></p> <ul style="list-style-type: none"> <li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (<b>explanation</b>)</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments (<b>explanation</b>)</li> </ul> | <ul style="list-style-type: none"> <li>• Compare the theories formed by Darwin and Wallace. (<b>innovation</b>)</li> <li>• Understand a significant turning point in British History (theories of Darwin and Wallace) (<b>impact, innovation</b>)</li> </ul> <p><b>DT</b><br/><i>Big ideas: Design, problem solving, skills &amp; expertise</i></p> <ul style="list-style-type: none"> <li>• Know how to program a computer to monitor changes in the environment. <b>COMPUTING (problem solving, skills and expertise)</b></li> <li>• Understand that coding is a series of commands and instructions programmed through a computer. <b>COMPUTING (problem solving, skills and expertise)</b></li> <li>• Use understanding of microbits to create a functioning step counter. (<b>problem solving, skills and expertise</b>)</li> </ul> <p><b>Computing (See separate planning)</b><br/><i>Big ideas: coding, design &amp; online safety</i></p> <p><b>Data detectives</b></p> <ul style="list-style-type: none"> <li>• Find information in databases by filtering and sorting. (<b>design</b>)</li> <li>• Create graphs from data within a database. (<b>design</b>)</li> <li>• Find information in linked table databases.</li> <li>• Find requested information using databases.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Use long and complex sentence structures in class and other situations<br/><i>e.g. 'I will come with you only because it means that you will stop hassling me.'</i></li> <li>• Use sophisticated questions to help conversation flow</li> <li>• Negotiate an agreement explaining other options and possible outcomes<br/><i>e.g. 'Ok, let's try the carpet first, as most of us think that will cause most friction; but the rubber mat is quite sticky and if we are wrong then the other team will win.'</i></li> </ul> |
| <p><b>Key vocabulary:</b></p>  | <p>Climate zones, vegetation belts, biomes, adaptation, environment, human actions, hypothesizing, fossils</p>  |

Living things, changed, time, evolution, fossils, inhabited, produce, offspring, variety, adaptation, suit, environment

Hypothesise, natural selection, adaptation, evolution, theories, Wallace, Darwin

Microbits, coding, monitor, commands, instructions, functioning step counter

filtering, sorting, databases, graph, linked table, data

**Previous linked learning to consolidate:** 'Fantastic Jurassic' – Y6 study of local area

**What comes next?** KS3 physical geography - geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts