

Thematic Long Term Planning – Summary of Year 6 Units

AUTUMN 1 – What forms of art influence me?	AUTUMN 2 – Would you be a farmer?
<p>History: Children will be able to review a range of art from various periods of history and explain how art has served different purposes over time. Children will understand how art techniques have developed over time and the reason for the development of some art movements based on other historical events that were occurring in the world at the time.</p> <p>Geography: Children will map the location of famous piece of art across the world and review the impact that art galleries have on trade, tourism and the economy of the country.</p> <p>Art: Children will investigate and compare a range of art movements over time and be able to discuss and replicate their specific features. Children will be able to use impasto techniques to create an impressionist painting, distort photographic compositions to create cubist inspired work, use a range of drawing techniques and graded pencils to create a still life observation that follows the rules of the Golden Triangle, use accurate line drawings to create a repeat image in the style of Andy Warhol,</p> <p>Design & Technology: Choose the best materials for a task showing an understanding of their properties and manipulate these materials in order to create a sculptural form.</p>	<p>History: Children will draw on prior knowledge of the Stone Age from Year 3 in identifying the first farming techniques used and will be able to explain how the passing of time led to significant changes in farming methods.</p> <p>Geography: Children will, through a secure knowledge of the physical features of all seven continents, be able to identify the six biomes of the world, the difference between the climates found there and the impact that this has on the forms of farming and crops grown there. Children will interrogate land use in the U.K through the use of Ordnance Survey maps. They will be able to identify changes in the terrain and use 6-figure grid references and standard symbols in order to plot locations. Children will understand seasonal weather patterns in different parts of the U.K and will, using Google Earth and their knowledge of physical and human features, summarise where an ideal situation to build a farm might be. Children will understand the importance of sustaining biodiversity and how an imbalance can affect farming. Children will investigate how humans can affect bio-diversity and will be able to articulate the pros and cons of using pesticides, growing GM and organic crops and commercial fishing.</p> <p>Design & Technology: Using their knowledge of biodiversity children will be able to explain the importance of bees in our ecosystem and, using a range of materials and cutting techniques, will create a 'bee-hotel' in order to sustain biodiversity. Children will be able to create a healthy savoury dish consisting of organic produce and will be able to explain the benefits of this on our diet.</p>
SPRING 1 – Mayans – Mayhem or Magnificent?	SPRING 2 – Where is the safest place in the world to be?
<p>History: Children will understand the origins of traditional Mexican celebrations e.g. The Day of the Dead and how this festival is reflected in Mexican culture. They will be able to locate the Mayan time period chronologically compared to other time periods studied. They will be able to use accurate chronological vocabulary in order to explain their position in history. Children will be able to identify the social structure, farming techniques and Gods of the Mayan people and will compare them to that of other civilisations studied previously e.g. Egyptian, Roman, Greek.</p> <p>Geography: Children will be able to locate Mexico on a range of maps and articulate the key physical and human features of the country in comparison to other North American countries studied in Year 5. They will then be able to express the effect that these features and landmarks have on tourism and the economy of the country today.</p> <p>Children will be able to plot cities of Ancient Mayan civilisations on a map and will be able to identify the benefits of them being located near natural wells or cenotes. They will draw on knowledge of waterways to explain the importance of rivers and seas on the lives of Ancient Mayan people.</p> <p>Art: Drawing on previous techniques learnt, children will create a 3-D clay sculpture, embellishing, decorating and adorning it in a method chosen by themselves. Through an understanding of materials and their qualities, children will select an unorthodox material with which to create a sculpture of a Mayan God. They will display fine sculpting techniques through the use of a range of different implements.</p> <p>Design & Technology: Children will draw on food preparation techniques gained previously in order to create a range of savoury traditional Mexican meals, identifying seasonal patterns in ingredients used and using ratios to scale up and down where required.</p>	<p>History: Children will be able to reference key natural disasters that have occurred over time and will be able to identify whether we have learnt from these disasters in order to bring about change or whether history has continued to repeat itself.</p> <p>Geography: Children will reflect on all prior learning in labelling a world map with known features. They will be able to explain in detail the features of the six main biomes and the characteristics of environmental zones. Children will be able to sort a range of actual disasters that have occurred in history into natural and human disasters, identifying that some may fall into both categories. Through a secure knowledge of the world they will be able to locate them and create a key to use throughout the unit in order to grade the world in terms of its levels of safety. Children will be able to explain how volcanoes, earthquakes, floods and tornadoes are formed and why they are more prevalent in certain areas of the world.</p> <p>Art: Throughout the unit, children will study the work of Katsushika Hokusai and his collection of artwork '36 views of Mount Fuji', using a range of skills and techniques gained, children will be able to replicate his work using wax resist, lino printing and batik.</p> <p>Design & Technology: Engineering challenge - Children will be able to design a flood proof house for a community in Bangladesh, utilising the designs of existing world wide projects and their knowledge of ways in which materials can be strengthened, stiffened and reinforced.</p> <p>Children will take on an advertising challenge and be able to design and present a full advertising campaign for a 'storm chasing company'.</p>

SUMMER 1 - How did Britain change after WW2?	SUMMER 2 - Transition Unit
<p>History: Children will understand the concept of the British Empire and will develop their knowledge of The Commonwealth gained from Year 5. They will be able to draw on prior learning to summarise and present in report format the events of WW2 expressing the effect that the events of war had on the economy, trade and society.</p> <p>Children will understand the changes that had begun to take place in the UK prior to WW2 due to the campaigns of Emmeline Pankhurst and the Suffragettes and how the roles of women continued to evolve as a direct result of WW2.</p> <p>Through the use of first-hand evidence and case studies, children will be able to discuss how the lives of children changed and how they compare to our lives today. Children will be able to interrogate data graphs in order to explain the impact that WW2 had on birth rate, marriage and divorce rates, adoption rates and life expectancy, making links to the impact of Covid-19 on current society. Children will understand the reforms that were made, as a result of WW2, and how they directly impacted, positively and negatively, on 'groups' of society.</p> <p>Geography: Children will be able to plot Commonwealth countries on a world map and identify any patterns in their locations. They will create their own map that traces the journey taken by the SS Empire from Jamaica to Britain</p> <p>Art: Children will use a range of collage techniques, using a variety of materials to create banners and flags to support the Suffragette movement.</p> <p>Children will be able to review how fashions changed post-World War 2 and the reasons for these changes, identifying specific features of clothing and design. Children will design two contrasting outfits that could have been used/created both during and after World War 2, drawing on their knowledge of 'make do and mend' from Year 4.</p> <p>Design & Technology: Children will review an existing design (the flags and banners of The Suffragettes) and will re-design the product, making improvements whilst still taking into account the initial purpose of the design.</p>	<p>History:</p> <p>Geography:</p> <p>Art:</p> <p>Design & Technology:</p>