



# Year 6 Summer Earth Matters



## Geography

Knowledge	Skills
Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).	Use Google Earth to discuss and compare time zones and day and night. Explain and present the process of rivers, water cycle, mountains, volcanoes and earthquakes (this can be related to Earth Matters topic or the Jurassic period). Use the language of rivers e.g. erosion, deposition, transportation. Compare how river use has changed over time and research the impact on trade in history.
Describe and understand key aspects of: physical geography, including: rivers and the water cycle, mountains, volcanoes and earthquakes and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Research and discuss how water affects the environment, settlement, environmental change and sustainability. Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from. Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. Generate solutions and promote ethically sound trade.
To understand four and six-figure grid references. To understand how to record, observe measure and present the human and physical features in the local area.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world. Use field-work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses. Collate the data collected and record it using data handling software to produce graphs and charts of the results. Ask Geographical questions e.g. how is traffic controlled? What are the main problems? Undertake a street/ noise survey of the local road/ high street Undertake a general survey of the local road/ high street: Form and develop opinions e.g. Do the pupils like/ dislike the road/ street. Compare road with another busier/ quieter street/ road. Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment? With the children's help, design and carry out a survey of the views of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. Use local maps to find other routes traffic might take.
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country	Report on the effects of environmental change on themselves and others. Carry out a role-play where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road. Select methods for collecting, presenting and analysing data. Analyse evidence and draw conclusions. Be aware of own responsibility in the world <b>Select the most appropriate map for different purposes</b> e.g. atlas to find a country, Google Earth to find a village (relate to Conflict topic).

## History

Knowledge	Skills
To understand how and why and describe how the local area has had to change and justify how this has affected people in the area.	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

## Hook/Celebration

Drayton Manor  
Leavers' Assembly  
Leavers' Production  
Study of Local Area

## Whole School Events

Aspirations Week  
Poetry Week  
Humanities Week  
Sports Day  
Transition Day

## Stand Alone Subjects

**PSHE**—Jigsaw  
**Music**—Charanga  
**PE**— Athletics, Hockey, Dance, Rounders, Swimming.  
**RE**—What difference does it make to believe in ahimsa, grace or Ummah? What do religions say to us when life gets hard?  
**Science** — Animals Including Humans, Working Scientifically.  
**Computing**—Programming  
**French**—Let's Go Shopping; This is France

## Key Texts

Varmints  
Floodland  
Black Face (Digital Text)

## Art and Design

Knowledge	Skills
To improve their mastery of art.	<b>Sculpture</b> - representation of real world and imagined and invented world through creative craft (jewellery making, basket making, beadwork, toy making, mosaic, wood making).
To improve their design techniques, including drawing, painting and sculpture with a range of materials.	<b>Printing</b> – fabric printing and surface colouring. Develop own style using tonal contrast and mixed media. <b>Textiles/ collage</b> – Fabric printing and surface colouring. Use a number of different stitches creatively to produce different patterns and textures. Demonstrate experience in combining techniques to produce an end piece e.g.: stitching into printed fabric. Design, plan an decorate a fabric piece. Identify artists who have worked in a similar way to their own work. Adapt their work according to their views and describe how they might develop it further. <b>3D form</b> - Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Solve problems and discuss possible solutions as they occur. Compare different styles and approaches. Use of shape, form, model and join. To discuss and evaluate sculpture.

## Design & Technology

Knowledge	Skills
Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	With moderate supervision begin to use a can opener and open ring-pull tin. Dice foods and cut them into evenly sized, fine pieces. Independently finely grate hard foods. Confidently use the claw grip to cut harder foods using a serrated vegetable knife. Confidently use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife. Confidently peel harder food using a peeler. E.tg. apple, potato. With close supervision use a food processor or electric hand blender to mash, blend or puree hard or hot ingredients. With moderate supervision whisk eggs using an electric hand mixer. With close supervision use the hob or electric saucepan to cook simple dishes. Handle hot food correctly, using oven gloves to carefully remove cooked food with a fish slice from a baking tray onto a cooling rack.