



<u>Year group:</u> <u>6</u>	<u>Term: 6</u>		<u>Enquiry Question: How will the Humber go Carbon neutral and how does this contribute to the global efforts to impact on climate change?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><u>Art</u></p> <p><u>Famous Artists</u></p> <ul style="list-style-type: none"> – Know how to create sketch books with creativity to record observations and use them to review and revisit ideas. – Know how to improve their own mastery of art and design techniques including drawing and painting with a range of materials. – Know about great artists, architects and designers in history and know how to make links to own work. – Know where an artist is placed historically. – <p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p>	<p>Atmosphere</p> <p>Representation</p> <p>Engaging</p> <p>Consistent</p> <p>Inconsistent</p> <p>Delicate</p> <p>Flowing</p> <p>Vibrant</p> <p>Purpose</p> <p>Dry media</p> <p>Wet media</p> <p>Digital media</p> <p>Independent</p> <p>Research</p> <p>Range</p> <p>Sources</p>	<p><u>Art</u></p> <p><u>Famous Artists</u></p> <ul style="list-style-type: none"> – Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. – Question and make thoughtful observations about starting points and select ideas and processes to use in their work. – Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. – Compare ideas, methods and



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	<ul style="list-style-type: none"> – To know five songs from memory, who sang or wrote them, when they were written and why? – To know the style of the songs and to name other songs in those styles. – To choose three or four other songs and be able to talk about: – The style indicators of the songs (musical characteristics that give the songs their style) – The lyrics: what the songs are about – Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) – Identify the structure of the songs (intro, verse, chorus etc.) – To name some of the instruments used in the songs – To understand the historical context of the songs. What else was going on at this time, musically and historically? – To know and talk about that fact that we each have a musical identity <p><u>Singing (End of year production)</u> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience</p>	<p><u>Reflect, Rewind and Replay</u></p> <p>Early music, Baroque, Classical, Romantic, 20th Century, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, piano, (quiet), forte (loud), time signatures, staves, treble clef, bass clef, duration, semi breve, quaver</p>	<p>approaches in their own and others' work and say what they think and feel about them.</p> <ul style="list-style-type: none"> – Adapt their work according to their views and describe how they might develop it further. – Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. <p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> – To identify and move to the pulse with ease. – To think about the message of songs. – To compare two songs in the same style, talking about what stands out musically in each of them, their
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			<p>similarities and differences.</p> <ul style="list-style-type: none">– To listen carefully and respectfully to other people's thoughts about the music.– To use musical vocabulary when talking about music.– To talk about the musical dimensions working together in the songs.– Talk about the music and how it makes you feel, using musical language to describe the music. <p><u>Singing (End of year production)</u></p>
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			<ul style="list-style-type: none"> – To sing in unison and to sing backing vocals. – To demonstrate a good singing posture. – To follow a leader when singing. – To experience rapping and solo singing. – To listen to each other and be aware of how you fit into the group. – To sing with awareness of being 'in tune'.
Knowledge & understanding of the world	<p><u>Geography</u></p> <p>Substantive Knowledge –</p> <p>Children identify how the land use around the river Humber is going to change (climate sinks and energy production) in response to physical changes around the world including weather, climate, and Global Warming.</p> <p>The change of land use will focus on the production of energy and include trade links and the distribution and use of resources including natural gases, Hydrogen, Carbon Dioxide, and other minerals. In greater focus, children will explore the impact of change and identify similarities and differences on a county level including why the Humber is currently the greatest contributor of Carbon Pollution in Britain and how it could soon be the leader of Hydrogen Power Generation and Carbon Capture.</p> <p>Lesson objectives will identify:</p> <ul style="list-style-type: none"> • The difference between weather and climate • The 'crisis' 	<p><i>Weather</i> <i>Polar</i> <i>Temperate</i> <i>Tropical</i> <i>Dry</i> <i>Continental</i> <i>Global heating</i> <i>Pollution</i> <i>Oxygen</i> <i>Greenhouse effect</i> <i>Greenhouse Gases</i> <i>Carbon dioxide</i> <i>or CO²</i> <i>Carbon Sink</i> <i>Tidal power</i></p>	<p><u>Geography</u></p> <p>Disciplinary Knowledge / skills</p> <p>The knowledge taught alongside the substantive knowledge will focus upon many areas including:</p> <ul style="list-style-type: none"> • Digitally observe, before measuring and recording the energy production and output across various counties. • Interpreting maps, both physical and



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	<ul style="list-style-type: none">• What causes global heating.• What causes greenhouse gases.• What a carbon sink is.• What fossil fuels are.• The effects of climate change right now.• Ways we can move forward – clean energy.• How Equinor (a Norwegian Company) and the H2H Chemical Plant (Saltend, Preston) can make energy in the Humber clean. <p>Geographical concepts we will investigate –</p> <ul style="list-style-type: none">• Location• Place• Region• Spatial Interaction	<i>Solar energy</i> <i>Hydroelectricity</i> <i>Wind power</i> <i>Nuclear power</i> <i>Carbon</i> <i>Capture</i> <i>Hydrogen</i> <i>power</i> <i>Reforming</i> <i>Natural</i> <i>Artificial</i> <i>Carbon sink</i>	<p>digital, to locate and describe the features connected with the supply of hydrogen to companies like Drax, British Steel, National Grid etc from Saltend, PX Chemical Park.</p> <ul style="list-style-type: none">• Planning and presenting a map of the local area to show how the land use will change e.g. where the path of the route.<ul style="list-style-type: none">○ In this activity, six-figure grid references and the eight points of a compass will be used to build their place knowledge.○ Use 8 compass points
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			<p>confidently and accurately</p> <ul style="list-style-type: none">○ Use 4 figure coordinates confidently to locate features on a map.○ Begin to use 6 figures grid refs; use latitude and longitude on atlas maps.○ Use a scale to measure distance and draw/use maps with different scales.○ Draw a variety of thematic maps based on
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			<p>their own data.</p> <ul style="list-style-type: none"> o Begin to draw plans of increasing complexity.
SMSC	<p><u>Relationships</u></p> <p>Children are taught to identify the most significant people in their lives and understand how it feels to have people in their lives, and how to manage feelings when these people leave our lives.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> – Make choices about my own behaviour. – Understand how rewards and consequences feel. – Understand how theses relate to my rights and responsibilities. – Understand that my actions affect myself and others. – Understand how democracy and having a voice benefits the school community. – Understand how technology can be used to try to gain power or control <p>Use strategies to prevent this from happening.</p>	<p>Empathy Responsibility Democracy Collaboration Significant Relationship Special Close Important Loss Grief Hurt Pain Change Bereavement Coping strategies Denial Despair Guilt Shock Hopelessness</p>	<p><u>Relationships</u></p> <p>Children will:</p> <ul style="list-style-type: none"> – Take responsibility for their own safety and well-being. – Identify the most significant people to be in my life so far. – Recognise when I am feeling emotions and apply strategies to manage them. – Demonstrate ways I could stand up for myself and my friends. – Take responsibility for my own safety and well-being.



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	<p><u>French</u> <u>All in a day</u></p> <ul style="list-style-type: none">– Know how to use the correct pronunciation and intonation when speaking in French.– Know how to say familiar words and phrases.– Know the correct word order when constructing a sentence.– Know how to write phrases from memory.– Know how to write sentences to express ideas clearly.	<p>Anger Acceptance Power Control Authority Bullying Script Assertive Strategies</p> <p>Quelle heure est-il? Du matin De l'après-midi Du soir La première La dernière</p>	<p>– Explain why we should help others in difficult situations link to Inmans Helping Hands.</p> <p>–</p> <p><u>French</u> <u>All in a day</u></p> <ul style="list-style-type: none">– Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
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			<ul style="list-style-type: none"> – Use knowledge of word order and sentence construction to increase understanding when reading a text. – Write phrases from memory and adapt these to create new sentences to express ideas clearly.
Scientific & technological understanding	<p><u>Science</u></p> <ul style="list-style-type: none"> – To know how to use electricity safely – To know that varying the number of cells in a circuit will alter the output – To know the meaning of electrical symbols – To know the effect of variations in a circuit <p><u>Design Technology</u></p> <p><u>Mechanical / Electrical systems / Shell Structures: Research, design, build & evaluate a small wind turbine.</u></p> <p>https://www.teachengineering.org/activities/view/cub_energy2_lesson07_activity2</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • Explain the physical meaning of energy. • Describe the different forms of energy and energy sources. 	<p>cell circuit voltage Safety brightness danger volume switches symbol Recessive Hereditary Genes / Genetics</p> <p>Renewable energy Wind turbine Motor Circuit</p>	<p><u>Science</u></p> <ul style="list-style-type: none"> – Draw a circuit diagram – Build a simple circuit – Vary elements in a simple circuit (volume / brightness) – Identify and fix errors in a simple circuit – Identify electric symbols <p><u>Design Technology</u></p>



	<ul style="list-style-type: none"> List, compare and explain differences between renewable energy and nonrenewable energy. Explain how a wind turbine functions; describe its six basic components and how it converts wind energy into electrical energy. Describe and demonstrate the relationship between wind movement and a wind turbine's aerodynamic features. Design a small wind turbine using the paper version as an initial template. Then build design two. Following on, children to design a wind turbine combining all skills they have learned in D&T over the years – Frame structure, strengthening, electrical circuits. <p><u>Make</u> https://www.stem.org.uk/resources/elibrary/resource/467478/build-wind-turbine (build this paper based version initially to create a design brief. Then: https://www.teachengineering.org/activities/view/cub_energy2_lesson07_activity2</p> <p>Then to build their own final, sturdy design. Can they light a bulb with it?</p> <p><u>Evaluate</u> Compare the final product to the original design specification</p> <p>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p> <p>Consider the views of others to improve their work.</p> <p>Investigate famous manufacturing and engineers.</p>	Shell structure Strengthening electrical energy Generator hub kinetic energy mechanical energy potential energy Rotor voltmeter	<p><u>Mechanical / Electrical systems / Shell Structures: Research, design, build & evaluate a small wind turbine.</u></p> <p>Combine skills they have learned throughout D&T at Inmans:</p> <p>Tool use: choose correct tools for situation and use safely and independently. Electrical systems Shell Structures Gears & Motors</p>
Physical development	<p><u>Physical Development</u></p> <p><u>Young Olympians (Unit 6.6)</u></p>	<p><u>Young Olympians (Unit 6.6)</u> Sprint start</p>	<p><u>Physical Development</u></p> <p><u>Young Olympians (Unit 6.6)</u></p>



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	<ul style="list-style-type: none"> - Investigate a range of running styles and changes of speed - Learn the pull technique for throwing - Explore different footwork patterns - Understand which technique is most effective when jumping for distance 	Standing start Javelin Position Target Technique Relay Position Pace Handover Take off Landing Extend Bend Distance Control	<ul style="list-style-type: none"> - Run efficiently for speed - Demonstrate good arm and leg technique - Practise throwing with power and accuracy - Throw and retrieve implements safely - Describe the effect of different throwing positions - Demonstrate a good running technique in a competitive situation - Sprint a short distance as part as a team
	<u>Fitness Frenzy (Unit 6.6)</u> <ul style="list-style-type: none"> - Understand boxercise moves and how they can be linked together to make a routine - Understand the value of aerobic exercise - Learn how to evaluate others' creations 	<u>Fitness Frenzy (Unit 6.6)</u> Circuit Heart rate Burpee Spotty dogs Plank Aerobic warm-up Jab Cross Jab Duck and dodge Sidekick Fronk kick Turn Punch	<u>Fitness Frenzy (Unit 6.6)</u>

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		Upper cut Hook Combination Repetition Fitness programme Sequence Fluency Core Share Evaluate	<ul style="list-style-type: none">- Perform and devise a sequence of movements to music- Devise a sequence of step-based activities to music- Plan a personal programme- Perform others' sequences with control and balance- Perform sequences of strength and balance
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<u>Guided Reading and other linked texts</u>	<u>Previous Learning Links</u>	<u>Adaptations for SEND</u>	<u>Key questions</u>
Clockwork	What makes the earth angry? (Including pollution) How do rivers differ? How has the river Humber affected life in our area? What will our coastline look like in 20 years' time?	Chunking of the text Visual stimuli Word mats	Will global warming affect the ways our energy is produced, used and stored?