


<p>How can we live Sustainably?</p>	<p>Derry Hill C of E Primary School</p>	<p>Year 6: Term 4: Spring 2024</p>	
<p>National Curriculum Subject</p>	<p>Key Vocabulary</p>	<p>Key skills and knowledge</p>	<p>Learning intention and implementation</p>
<p>Geography: Key Question: How can we live sustainably?</p> 	<p>Physical features Settlement Land use Economic activity Trade links Distribution Natural resources Energy Food Minerals Economy Countries UK</p>	<p>Skills:</p> <ul style="list-style-type: none"> Identify the difference between human and physical features <p>Knowledge:</p> <ul style="list-style-type: none"> Understand the terms 'land use' and 'settlement' Understand the term 'trade links' and the distribution of natural resources including energy, food, minerals and water Understand where our food comes from (science link) 	<p>LI: To explore the terms 'import' and 'export'</p> <p>Lesson 1: Children look at the terms import and export. Look at items that the UK import and export and play a trading game to see how the process works</p> <p>LI: To identify the UK's trade links with other countries</p> <p>Lesson 2: Identify countries on a world map and show whether the UK import or export to/from these countries</p> <p>LI: To explain the importance of fair trade</p> <p>Lesson 3: Look at a range of fair trade products and explore what the term means. Look in detail at the different stages involved in fair trade and who benefits from this</p> <p>LI: To explore the global supply chain</p> <p>Lesson 4: Look at how the global supply chain works and how this affects us. Discuss</p>

			<p>the term 'globalization' and look at the negative and positive consequences of this</p> <p>LI: To explain how trade has changed throughout history</p> <p>Lesson 5: Look at the goods that we imported and exported during the Tudor and Victorian periods and compare to today. Look at how trading might change in the future</p>
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Science



Characteristics
Offspring
Inheritance
Suited
Environment
Adapt/adaption
Charles Darwin
Natural selection
Fossils
Fossilisation
Evidence
Process
Evolution
Evolve

Skills

- Make predictions based on scientific evidence
- Suggest methods of testing including fair tests and how to collect evidence
- Make a variety of relevant observations and measurements using simple apparatus appropriately
- Select information from a range of sources

Knowledge

- Understand that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Understand that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents
- Understand how animals and plants are adapted to suit their environment in different ways
- Adaption may lead to evolution

LI: To identify how characteristics are passed from parents to their offspring

Lesson 1: Discuss the terms characteristics and look at characteristics that are shared within the class. Discuss the term offspring. Look at images of parents/siblings that the children have brought in an identify characteristics shared within families

LI: Explain how plants and animals are suited to their environment and adapt over time

Lesson 2: Look at how humans have adapted to live on Earth. Look at different animals and plants and explore how they are adapted to different environments. Introduce the name 'Charles Darwin'

LI: To learn about the discoveries of Charles Darwin

Lesson 3: Children complete the activity that demonstrates how adaptations can help animals and lead to natural selection. Explore Darwin's work on natural selection

LI: To recognize how living things have changed over time

Lesson 4: Look at images of fossils and compare them with images of animals and plants. What can we learn from them? Link then idea of adaption to fossil evidence

			<p>LI: Understand how fossils can be used to give us information about things that lived many years ago</p> <p>Lesson 5: Children to look in more detail at the fossilisation process and what we can learn from this. Children to create their own leaf fossil</p> <p>LI: To research a scientist linked to evolution</p> <p>Lesson 6: Children to research Charles Darwin in more depth and present their findings in a fact file</p>
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DT Designing and building a sustainable city



Sustainable
Sustainability
Features
Design
Plan
Make
Evaluate
Energy
Transport links
Evaluate
product

Skills:

- Identify features of design that will appeal to the intended user
- Create own design criteria and specification
- Come up with innovative design ideas.
- Clearly explain how parts of design will work, and how they are fit for purpose
- Produce suitable lists of tools, equipment, materials needed, considering constraints
- Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics
- Create, follow, and adapt detailed step-by-step plans
- evaluate quality of design while designing and making
- evaluate ideas and finished product against specification, considering purpose and appearance

Knowledge:

- Select materials carefully, considering intended use of the product, the aesthetics and functionality.
- Explain how product meets design criteria
- reinforce and strengthen a 3D frame

LI: To plan a sustainable city

Lesson 1: Look at different sustainable cities or areas of cities around the world and discuss what they have done to become sustainable. Children to begin designing their own sustainable city focusing on energy, food, nature, transport and waste

LI: To design sustainable cities and create a scale drawing

Lesson 2: Children look over their plans from last week. They will consider the buildings and areas their city will contain. Create a scale drawing of their cities using a 'bird's eye' view

LI: To create our sustainable cities

Lesson 3: Children to look over their plans and scale drawings from the previous weeks. Using scrap materials, they build their cities and annotate them as they go

LI: To continue building our sustainable cities

Lesson 4: Children to continue building their sustainable cities that they started last week

LI: To evaluate our final product and create a city charter

Lesson 5: The children to look back at their 3d cities and consider what has gone well and what they would change next time.

Music

Composing our own sustainability song



Appraise
Listen to
Compose
Percussion
Rhyming
Rhyming couplets
Structure
Dynamics
Lyrics
Notation
Respond

Skills:

- Improvise coherently and creatively within a given style, incorporating given features.
- Constructively critique their own and others' work, using musical vocabulary.
- Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Use voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Perform expressively using dynamics and timbre to alter sounds as appropriate.
- Work successfully in a group to share ideas and create a piece of music collaboratively.

Knowledge:

- I can identify rhyming couplets in songs and discuss why these are used.
- I can write my own rhyming couplets on the topic of Plastic pollution.
- I can identify the structure of a song using appropriate vocabulary: into, chorus, verse, bridge.
- I can discuss different vocal sounds and techniques and select those that are most effective for my song.
- I can give my opinion on a song with reasons using appropriate musical vocabulary.

LI: Listen to and appraise the song 'plastic'

Lesson 1: Introduce the song and explain how it links to our topic on sustainability. Focus on the words in the song. Use the iPads to research plastic pollution which will be used in the writing of their songs

LI: Listen to and identify rhyming couplets

Lesson 2: Children listen to 'Wake Up' from Charanga which uses rhyming couplets. Re-listen to 'Plastic' and identify the rhyming couplets in this song. Work in groups to start turning some of the research from last week into rhyming couplets.


LI: To identify the structure of a song

Lesson 3: Listen to the song 'Change' from Charanga that they sang last term and identify the terms verse, chorus and bridge. Work out the structure of the song 'Plastic'. Write a new chorus together and practise singing this as a class

LI: To continue writing our own songs

Lesson 4: Children work in their groups to continue writing their songs based on plastic pollution. They will look at the rhyming couplets and think about how they will incorporate the verse, chorus and bridge structure

LI: To listen to how different vocal layers and instruments effect the dynamics of a song and apply this to our own songs

			<p>Lesson 5: Listen to the choir – ‘Stand by Me / Beautiful Girl’ and explore the dynamics of this song – how are different vocal effects used to make different effects. Revisit their own song and explore how they can improve the dynamics.</p>
<p>Computing</p> 	<p>Personal information Sharing Digital footprint Report Trust Respect In app purchasing</p>	<p>Skills/Knowledge</p> <ul style="list-style-type: none"> • Keep personal information private • Respect and protect against online bullies. • Understand the consequences of sharing photo/videos online. • Understand the term digital footprint. • How can we check online content is trustworthy. • How, where and who can we report concerns we have to. • Use suitable usernames and passwords for online accounts. • Understand the pitfalls of in-app purchasing. 	<p>Lesson 1: Children to take part in an online safety workshop</p> <p>LI: To use technology safely, respectfully and responsibly</p> <p>Lesson 2: Explore the scenario of children setting up a band and posting videos online. Look at what we should do if something upsets us online and why people may post nasty words and messages online</p> <p>LI: To investigate sharing things online</p> <p>Lesson 3: Look at the online band (see lesson 1) sharing things online. Discuss what the word ‘sharing’ means in a real life and online context. Discuss what the dangers might be of sharing things online</p> <p>LI: To investigate sharing things online</p> <p>Lesson 4: Recap from lesson 3. Look at why people might pretend to be someone else online and consider who we should talk to online</p>

RE

Understanding Christianity: Salvation



New Testament
Stations of the cross
salvation
sacrifice
resurrection
The Last Supper
Eucharist
Holy Communion
betrayed
condemned
blasphemy
Pilate
High Priests
The Sanhedrin
Messiah
tomb
Peter
Judas
Simon of Cyrene

Skills:

I can listen to and respect the opinions of others.

I can explain Christian beliefs about Salvation and sacrifice using accurate theological terms.

I can suggest meanings for the narratives of Jesus' death and resurrection and compare different interpretations.

I can show how Christians put their beliefs into practice and make clear connections between the Bible narratives and Christian celebrations.

Knowledge:

I can recount the Easter story and explain why different features of the story are important to Christians.

I can explain the Christian belief in 'salvation' and how Jesus' death was for a purpose.

I can explain how Christians interpret the resurrection story from the Bible.

I can describe how Christians use symbols of Jesus' body and blood to help remember his sacrifice.

LI: I can order and retell the events of the Easter story and discuss who I think was responsible for Jesus's death.

Lesson 1

Listen to a hymn related to Easter (the Easter Song) and identify what story from the Bible the topic of Salvation relates to – what do we know already? What do you think Salvation means?

Order pictures from the stations of the cross showing the Easter story then listen to the story to check. Stick in books and summarise in writing.

LI: I can discuss the meaning of salvation and explain what Christians believe Jesus' death achieved for them.

Lesson 2

Recap the Easter story and discuss who was responsible for Jesus' death and why he had to die by considering a series of scenarios. Use the hymn 'In Christ Alone' to develop understanding of Christian belief in salvation.

LI: I can explore the Gospel accounts of the resurrection and describe different viewpoints on what happened.

Lesson 3

Become "Jerusalem Detectives" and explore different accounts of what happened on Easter Sunday. Summarise the witness statements and create a theory for what you think could have happened.

LI: I can explain how Christians remember the sacrifice that Jesus made and how they symbolise this.

Lesson 4

I can give examples of how Christians make sacrifices for their faith and explain why they do this.

Children watch videos of the Last Supper and the Catholic celebration of mass and communion and pick out similarities. They identify how the bread and wine are used as symbols of Jesus' sacrifice and how taking communion makes Christians feel.

LI: I can explain the meaning of a 'sacrifice' and recount how at least one Christian has made sacrifices for their faith. I can explain how Jesus' sacrifice impacts Christians' lives today.

Children read about a person who has made sacrifices because of their faith and explain what they did to others in the class. They discuss why Christians feel that making sacrifices is important for their faith and give examples of small sacrifices that people make in their everyday lives.