


<p>What is so amazing about the USA?</p>	<p>Derry Hill C of E Primary School</p>	<p>Year 6: Term 2: Autumn 2025</p>	
<p>National Curriculum Subject</p>	<p>Key Vocabulary</p>	<p>Key Skills and Knowledge</p>	<p>Learning Intention and Implementation</p>
<p>Geography What is so amazing about the USA?</p> 	<ul style="list-style-type: none"> • The United States • North America • Continents • Land Use • Natural Features • Man-made Features • Human geography • Physical geography • Geographical • Density • Population • Agriculture • Climate 	<ul style="list-style-type: none"> • 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, and a region within North or South America • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>LI: To explore the USA and its key features</p> <p>Lesson 1: The children will look at different pictures of places in the USA and will sort them according to the different features. Discuss the features and compare to those that we have in the UK. The children will then use a blank map of the USA and an atlas and will identify key features and states</p> <p>LI: To understand the physical landscape of the USA</p> <p>Lesson 2: Children study the grand canyon and investigate how this physical feature may have been formed. Look at the concept of erosion and consider places in the UK that may also have been effected by this</p> <p>LI: To identify the density and distribution of the USA population</p> <p>Lesson 3: Look at some maps of the USA which show density or the population. Discuss what the maps show. Discuss the reasons for this spread in population density. Look at how the population has</p>

changed over time. Look at some graphs and data and discuss. Children to compare population in the USA to the UK

LI: To explore the climate of the USA

Lesson 4: Look at some graphs showing rainfall and climate and discuss the patterns they show. Discuss the reasons for the different climate across the USA. Compare the states of Mississippi and California and then look at climate in the UK

LI: To explore agriculture and farming across the USA

Lesson 5: Children will look at the types of foods that are produced by the USA. They will look at agriculture and farming across the USA and analyse maps which show this. The children will explore what farming crops there are across the USA and will look at factors that affect farming

LI: To explore a major city in the USA

Lesson 6: Children to look in detail at New York City. Explore how this city has changed over time. Explore the humans and physical features of this city and compare to a major city in the UK e.g, London or Manchester

Science
Living Things and Their
Habitats

- □ Classification □
Similarities
- • Differences
Characteristics
Hierarchy

□ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,

LI: To classify animals and living things

Lesson 1: Discuss the term 'classification and why we sort plants and animals into different groups. Children to practise sorting animals and plants into different



□ Carl Linnaeus Observable

□

□ including microorganisms, plants and animals

Give reasons for classifying plants

□ and animals based on specific characteristics.

Asking relevant questions and using

□ different types of scientific

enquiries to answer them Setting up

simple practical enquiries, comparative

and fair tests

groups based on their different characteristics. They will be able to justify why they have sorted the animals and plants into particular groups

LI: To understand the Linnaean classification system

Lesson 2: Children to look at the work of Carl Linnaeus and how he developed the classification system for sorting plants and animals. Children to sort a selection of animals and plants using the Carl Linnaeus hierarchy

LI: To identify the characteristics of different types of animals

Lesson 3: Look at the different animal classifications e.g. mammal, reptile, bird etc and discuss the terms vertebrate and invertebrate. Children to match pictures of animals to their classification descriptions and add other animals to each of the categories

LI: To consider features of class carefully

Lesson 4: Children to recap the work they did in the previous lesson. They are to design their own creature that fits into one of the categories on the list e.g. reptile. The children need to consider the features and ensure their animal has these

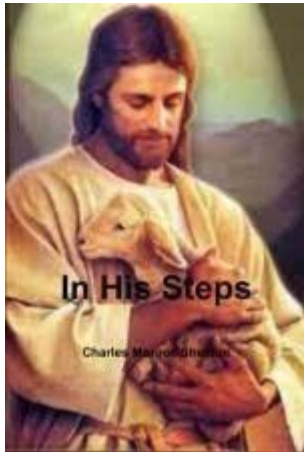
LI: To explore microorganisms

Lesson 5: Children to explore helpful and harmful microorganisms. They will sort

			microorganisms into helpful and harmful and be able to explain why. Children to create and label their own microorganisms and say whether they are helpful or harmful
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RE

What Would Jesus Do?



- Gospel – Good News
- □ Commandments
- Mission
 - • Serving / servants
 - • Foundations
- Forgiveness
- Health and Healing
- Prayer
- Generosity

- Know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about making the world better. Give examples of how Christians live the Gospel.
- Be aware of Jesus' teachings in the stories of 'The Wise and Foolish Builders', 'The Sermon on the Mount', 'The Healing of the Centurion's Servant' and 'Jesus and Zacchaeus'. Be able to relate these teachings to the work of Christians and the Church in the world today.
- Identify and discuss different interpretations of the Gospel stories and how these interpretations affect Christian's lives.
- Relate gospel teachings to issues and problems that affect their own lives and communities offering their own insights and ideas using the question 'What would Jesus do?'

LI: To understand Jesus' two main teachings: to love God and love your neighbour and use them to discuss a series of moral dilemmas.

Lesson 1: Children discuss what Jesus' two main teachings mean for us today and create a series of rules from these two teachings. They talk through a series of moral dilemmas and use Jesus' teachings to decide what He would do and compare this to what they would do. They consider the Centurion's dilemma from the day Jesus was crucified and share ideas about what you might have done.

LI: To recall and understand at least 5 of Jesus' teachings from 'The Sermon on the Mount' and discuss how easy or difficult these are to follow today.

Lesson 2: Children comment on key teachings from the Sermon on the Mount identifying their meaning, how challenging they are and why and what might change if we follow them. They identify Jesus' mission statement and give examples of how Christians continue this work today.

LI: To read and understand the story of 'The Wise and Foolish Builders' and

identify foundations for living a Christian life.

Lesson 3: Children consider what makes good foundations for a building and what the message was behind Jesus' parable of the Wise and foolish Builders. They sort examples of foundations for a good life into those related to Christian living and those that are more general and compare these to the Islamic 5 Pillars. What do they think are the main beliefs or foundations that they live their lives on?



LI: To explain Jesus' teachings about money in the stories of Zacchaeus and the Moneylenders in the Temple, and show what this means for Christians today.

Lesson 4: Children read two Bible stories relating to money and consider how Jesus asks us to use our money. Research a Christian charity and create a leaflet showing how their work continues the work of Jesus.

LI: To understand the role of healing in Jesus' work and how he used this to symbolise forgiveness. Discuss the challenge of forgiveness in today's world.

Lesson 5: Children consider the healing of the Centurion's servant and discuss why Jesus healed so many people. They relate this to forgiveness and look at the relationship between Jesus and Peter. They consider the Church's message about

			<p>forgiveness today and how this is shown in their lives and on a wider, global level.</p>
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National Curriculum Subject	Key Vocabulary	National Curriculum Objectives	Overview of Learning
<p style="text-align: center;">History</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Culture <input type="checkbox"/> Society <input type="checkbox"/> Heritage <input type="checkbox"/> Similarity/difference <input type="checkbox"/> Sources 	<ul style="list-style-type: none"> • Note connections, contrast and trends over time and develop the appropriate use of historical terms • Devise historically valid questions about change, cause, similarity, difference and significance • Understand that our knowledge of the past is constructed from a range of sources 	<p>Even though our focus this term is geography, the children will have the opportunity to discover more about the fascinating history of the USA. Through our art lessons they will learn about significant US artists and compare these to British artists. Music will present the children with the opportunity to explore the development of Rock and Roll, Jazz and Country and Western Music and show how this has shaped US culture and society. Research and green screening during computing will allow them to explore a US state in more detail and discover more about its history and heritage.</p>
<p style="text-align: center;">Art</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Composition <input type="checkbox"/> Artists <input type="checkbox"/> Artistic style <input type="checkbox"/> Sculptors <input type="checkbox"/> Painters <input type="checkbox"/> Materials <input type="checkbox"/> Observations <input type="checkbox"/> Techniques <input type="checkbox"/> Landscapes architects <input type="checkbox"/> 	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history 	<p>During this topic, the children will study a range of American artists, sculptors and designers such as John Singer Sargent, Helen Frankenthaler, Jean-Michel Basquait, Ansel Adams and Frank Lloyd Wright. They will experiment with a range of art techniques, including collage, painting and sculpting. They will use their sketchbooks to create the other half of famous image and draw patterned skulls. Furthermore, the children will make collage landscapes, create body abstracts and even become an artist's model!</p>

Music



- Composition
- Range
 - Ensemble
 - Expression
 - Composers
 - Musicians
- Instruments
- Appreciate

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Our exciting music topic will allow the children to explore the different types of music which have originated from the USA – Jazz, Rock and Roll and Soul. They will have the opportunity to research the instruments which are synonymous with these styles of music and listen to a selection of live tracks where they will

- performance

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

comment on the composition. Furthermore, the children will create their own music, based on these styles and will perform by using their voices and playing a range of musical instruments.