

GEOGRAPHY

Geographical Enquiry

- Collect information to answer their own geographical questions.

Physical Geography

- Describe the physical features of Greece and notice how these have not changed since ancient times.

Human Geography

- Explain how human activity has shaped both modern and ancient Greece, and defined political boundaries.

Geographical Knowledge

- Locate countries of Europe on a map in relation to Modern Greece.
- Make assumptions about the climate of Greece according to its location.

HISTORY

Broader History Study - Ancient Greece, i.e.

- A study of Greek life and achievements and their influence on the western world.

Chronological understanding

- Say where a period of history fits in on a timeline.
- Place features of historical events and people from past societies and periods in a chronological framework.

Knowledge and interpretation

- Summarise what Britain may have learnt from other countries and civilisations through time gone by.

Historical enquiry

- Suggest why certain events, people and changes might be seen as more significant than others.
- Pose and answer their own historical questions.

Design and Technology Make a fairground ride (including a motor). Plant and grow salad

Developing, planning and communicating ideas

- Use a range of information to inform their design
- Follow and refine their plan if necessary.

Working with tools, equipment, materials and components to make quality products

- Use tools and materials precisely.
- Change the way they are working if needed.

Cooking and nutrition

- Set out to grow their own products with a view to making a salad, taking account of time required to grow different foods.

Stiff and flexible sheet materials

- Can they justify why they selected specific materials.
- Ensure that their work is precise and accurate.

Mouldable materials

- Consider the use of the product when selecting materials.
- Ensure product meet all design criteria.

Electrical and mechanical components

- Use different kinds of circuit in their product.
- Think of ways in which adding a circuit would improve their product.

Evaluating processes and products

- Test and evaluate their final product.
- Check product is fit for purpose.
- Say what would improve it.
- Say whether different resources have improved their product.

SCIENCE

- Identify and name the basic parts of a simple electric series circuit. (cells, wires, bulbs, switches, buzzers)
- Compare and give reasons for variation in how components function, including bulb brightness, buzzer volume and on/off position of switches.
- Explain how to make changes in a circuit.
- Explain the impact of changes in a circuit.
- Explain the effect of changing the voltage of a battery.
- Use recognised symbols when representing a simple circuit in a diagram

RE

Justice and freedom

What does it mean to be free?

- Explain what freedom means to me.
- Know how and why people of faith demonstrate forgiveness.
- Ask questions about injustice and suggest ways to create a fairer world.
- Describe how members of faith groups are guided by their codes of conduct and the impact this has on their lives.

ICT

- Present a film for a specific audience.
- Create a sophisticated multimedia presentation.
- Contribute to discussions online.
- Conduct a video chat with more than one person at a time.

Year 6

ACHIEVEMENTS

ART

Nafferton show, Superman comic strip, super hero models (clay), Mondrian prints.

3D /Textiles

- Create models on a range of scales.
- Create work which is open to interpretation by the audience. (Mondrian)

Use of ICT

- Use software packages to create pieces of digital art. (Mondrian).

Drawing

- Explain why they have chosen specific drawing techniques.

Sketch Books

- Combine graphics and text based research of commercial design, for example, magazines / comics etc. to influence the layout of their sketch books.
<http://www.supermanartists.comics.org/superart/WarYears.htm>

FRENCH

Say / write:

- What French children do in different seasons, and different times of day.
- Theme parks and other places to visit.
- Traditional tale in an historic setting.

Including...

- *Understand masculine and feminine in commonly used words*
- *Use French dictionary to find verb tenses and masculine/feminine words.*