

GEOGRAPHY

- Locate countries in South America and locate the countries through which the Amazon flows.
- Identify the environmental regions and key physical and human characteristics of South America
- Understand the world distribution of energy as a natural resource.
- Describe and understand key aspects of biomes (ecosystem) and vegetation belts.

SCIENCE

- Give reasons for why living things produce offspring of the same kind.
- Give reasons for why offspring are not identical with each other or with their parents.
- Explain the process of evolution and describe the evidence for this.
- Begin to appreciate that variation in offspring over time can make animals more or less able to survive in particular environments.
- Talk about the life of Charles Darwin.
- Talk about / describe / compare habitats.
- Can they explain the classification of living things into broad groups based on common observable characteristics. (five kingdoms of all living things, vertebrates, mammals)
- Sub divide their original groupings and explain their divisions.
- Group animals into vertebrates and invertebrates.
- Understand the properties of materials – water resistance, durability, strength, flexibility, transparency, insulation, etc.

RE

Hopes and visions

What is the hope offered by faith?

- Devise questions to ask a believer about why they celebrate festivals.
- Show that I understand why festivals matter to followers of two or more faiths.
- Refer to a key moment in Jesus' life and express my views on the way this is marked by Christians.
- Explain the links between the Old Testament prophesy and the life of Jesus.

HISTORY- Broader History Study contrasted with British History

Non-European society- INCA (C.13th) & NAZCA (10BCE – 800CE) civilization.

Chronological understanding

- Say where a period of history fits on a timeline.

Knowledge and interpretation

- Summarise the main events from a specific period in history.
- Summarise what Britain might have learnt from other countries and civilisations.

Year 6 THE AMAZON

French

Say / Write:

- Leisure activities; language for PE
- Food chains and/or habitats
- How children travel to school; routes to school

Including:

- *Conjugate a verb*
- *Describe a person. Place or thing in writing*

ICT

- Explain how an algorithm works
- Detect errors in a programme and correct them
- Explore 'what it...' questions using different scenarios and devices
- Use ICT to measure sound or light or temperature using sensors, and interpret the data

ART Camouflage pictures (Tongo Lizard), Pointillism (landscapes) printing. (tile printing) collage.

Sketch books.

- Adapt & refine their work to reflect its meaning & purpose, keeping notes & annotations in their sketch books. (lizard)

Printing.

- Overprint using different colours.
- Look carefully at the methods they use and make decisions about the effectiveness of their printing methods.

Collage. Justify the materials they have chosen.

- Combine pattern, tone and shape.

DT

Shelter Building

Developing, planning and Communicating ideas.

- Use a range of information to inform their design.
- Follow and refine their plan.
- Justify their plan to someone else.

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

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

Stiff and flexible sheet materials.

- Justify why they selected specific materials.
- Ensure that their work is precise and accurate.
- Hide joints so as to improve the look of the product.

Mouldable materials

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

Evaluating processes and products

- Test and evaluate their final product.
- Check fit for purpose.
- Say what would improve it.
- Consider different resources improve their product.
- Consider use of more or different information to make it even better.