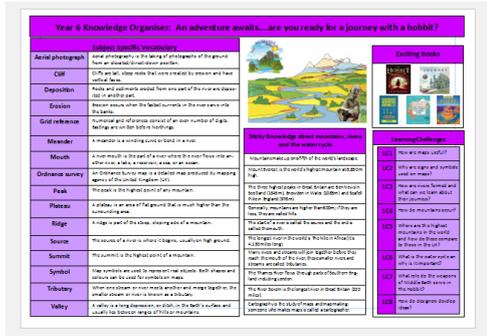


Medium-Term Planning Format		
Cohort	Year 6	
Enquiry Question (QUESTIONING)	An adventure with a hobbit awaits- are you ready?	
Enquiry Driver	Geography	
Enquiry Enhancer	Design and Technology Science	
Main Enquiry Theme	Human and physical geography and geographical skills and fieldwork	
National Curriculum Objective	<p><u>Geography</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p><u>Design and Technology</u></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. <p><u>Science (Light and Electricity)</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 	

	<ul style="list-style-type: none"> • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> • Can I label the main features of a river? • Can I name and locate a number of the world's longest rivers? • Can I explain why most cities are located by a river? • Can I name a number of the world's highest mountains? • Can I explain the features of a water cycle? • Can I understand what most of the ordnance survey symbols stand for? • Can I use six-figure grid references? • Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?
Key Knowledge and Skills (enhancer)	<p><u>Science: Light</u></p> <ul style="list-style-type: none"> • Can I explain how light travels? • Can I explain how the human eye sees objects? • Can I explain how different colours of light can be created? • Can I use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope). • Can I explain changes linked to light (and sound)? <p><u>Science: Electricity</u></p> <ul style="list-style-type: none"> • Can I identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers). • Can I compare and give reasons for variation in how components function, including bulb brightness, buzzer volume and on/off position of switches? • Can I explain how to make changes in a circuit? • Can I explain the impact of changes in a circuit? • Can I explain the effect of changing the voltage of a battery? <p><u>D&T: Electrical and mechanical components:</u></p> <ul style="list-style-type: none"> • Can I create circuits using a number of components? • Can I make products through stages of prototypes, making continual refinements? <p><i>(Children will make torches and use these along with shadow theatre boxes and puppets created to put on a performance of a scene from The Hobbit).</i></p> <p><u>D&T: Mouldable materials:</u></p> <ul style="list-style-type: none"> • Can I use exploded diagrams to communicate my designs? • Can I use the qualities of materials to create suitable visual and tactile effects when decorating products? • Can I evaluate my designs/products and suggest improvements? <p><i>(Children will sketch exploded diagrams as part of the design phase and then use Modroc to sculpt their own weapons suitable for a Hobbit).</i></p>

Main Text	<p>The Hobbit by JRR Tolkien Journey by Aaron Becker</p>																	
Main Writing Genre	<p><u>Descriptive writing</u></p> <p>Children will use The Hobbit as a vehicle for exploring figurative language devices. They will develop/refine their writing skills when writing setting descriptions and describing characters.</p> <p><u>Narrative</u></p> <p>Children will write a short adventure narrative based on the wordless picture book 'Journey' by Aaron Becker.</p> 																	
Enquiry Hook (Questioning) [Experiences/experts]	<p>Visit to the Castleshaw Centre to take part in map work and orienteering activities and to learn about the features of rivers and complete a river study in the valley.</p>																	
Subsidiary Enquiries	<table border="1" data-bbox="416 1019 1430 1444"> <tr> <td>LC1</td> <td>How are maps useful?</td> </tr> <tr> <td>LC2</td> <td>Why are signs and symbols used on maps?</td> </tr> <tr> <td>LC3</td> <td>How are rivers formed and what can we learn about their journeys?</td> </tr> <tr> <td>LC4</td> <td>How do mountains occur?</td> </tr> <tr> <td>LC5</td> <td>Where are the highest mountains in the world and how do these compare to those in the UK?</td> </tr> <tr> <td>LC6</td> <td>What is the water cycle and why is it important?</td> </tr> <tr> <td>LC7</td> <td>What role do the weapons of Middle-Earth serve in The Hobbit?</td> </tr> <tr> <td>LC8</td> <td>How do designers develop ideas?</td> </tr> </table>		LC1	How are maps useful?	LC2	Why are signs and symbols used on maps?	LC3	How are rivers formed and what can we learn about their journeys?	LC4	How do mountains occur?	LC5	Where are the highest mountains in the world and how do these compare to those in the UK?	LC6	What is the water cycle and why is it important?	LC7	What role do the weapons of Middle-Earth serve in The Hobbit?	LC8	How do designers develop ideas?
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Reflection of Learning (SHARING)	<p>Children will write play scripts based on a chapter/scene from The Hobbit. They will work in teams to make shadow theatre boxes and puppets and will put on a performance for another class.</p>																	
Potential Sticky Knowledge	<ul style="list-style-type: none"> • Mountains make up one-fifth of the world's landscape. • Mount Everest is the world's highest mountain at 8,850 m high. • The three highest peaks in Great Britain are Ben Nevis in Scotland (1345m), Snowdon in Wales (1085m) and Scafell Pike in England (978m). • Generally, mountains are higher than 600m; if they are less, they are called hills. • The start of a river is called the source and the end is called the mouth. • The longest river in the world is The Nile in Africa (it is 4,130 miles long). • Many rivers and streams will join together before they reach the mouth of the river; these smaller rivers and streams are called tributaries. • The Thames River flows through parts of Southern England including London. • The River Severn is the longest river in Great Britain (220 miles). • Cartography is the study of maps and map making: someone who makes maps is called a cartographer. 																	

Knowledge Mat



Other curriculum areas which are to be taught discretely:

Religious Education

What do Jewish people believe and how do they live?

- Can I understand the words of the Shema as a Jewish prayer?
- Can I re-tell some stories used in Jewish celebrations? (e.g. Chanukah or Pesach).
- Can I give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah?
- Can I give examples of how Jewish people celebrate special times? (e.g. Shabbat, Sukkot, Chanukah, Pesach)
- Can I make links between Jewish ideas of God found in the stories of the Torah and how people live?
- Can I give examples of how some Jewish people remember God in different ways? (e.g. mezuzah, on Shabbat, in festivals)
- Can I ask some questions about what Jewish people celebrate and why?
- Can I discuss/talk about what I think is good about reflecting, thanking, praising and remembering for Jewish people?
- Can I give a good reason for my ideas about whether any of these things are good for me also?

How do festivals and family life show what matters to Jewish people?

- Can I identify some Jewish beliefs about God, sin and forgiveness and describe what they mean?
- Can I make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people?
- Can I offer informed suggestions about the meaning of the Exodus story for Jews today?
- Can I make simple links between Jewish beliefs about God and his people and how Jews live? (e.g. Through celebrating forgiveness, salvation and freedom at festivals)
- Can I describe how Jews show their beliefs through worship in festivals, both at home and in wider communities?
- Can I raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future?
- Can I make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today?

PSHCE

Looking after me

- How should I manage my money?
- How do drugs damage my health?
- What affects my mental health?
- Will sad things happen to me?
- How do I break a habit?

(see Talking Points curriculum for the full programme breakdown)

Music	<p><i>See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 1- Livin’ on a prayer Unit 2- Classroom Jazz 2</p>		
Physical Education	<p><u>Invasion Games- emphasis on sending and receiving using hands or feet. E.g. football, handball and netball.</u></p> <ul style="list-style-type: none"> • Can I use different techniques for passing and shooting in small sided games? • Can I pass and shoot with accuracy and some success? • Can I demonstrate techniques usually applied with coordination and some control to gain an advance over an opponent? <p><u>Gymnastic Activities</u></p> <ul style="list-style-type: none"> • Can I perform a number of agility movements, shapes and balances with good control and use them to make more complex sequences? • Can I adapt sequences to suit different types of apparatus and my partner’s ability? • Can I demonstrate with a degree of creativity, partner’s sequences and try to improve my own performance after observing others and suggesting ways they could improve? • Can I describe how to refine, improve and modify performance and provide examples? 		
Computing	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Y6 Unit 31- programming and computer science Y6 Unit 32- programming and e-safety</p>		
MFL	<p><i>See the Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 1- Everyday Life Unit 2- Where I live, where you live</p>		
Additional Links	British Values	Outdoor Learning	Community
		Visit to Castleshaw to carry out river study and map work.	Locate local rivers in Oldham and design posters to keep them clean.
	Citizenship (Beaver Pledge)	Global Neighbours	Home Learning
Children will adventure outdoors as they learn map skills.	ActionAid- explore the impacts of drought in Africa.	Create a model to demonstrate your understanding of the water cycle.	