

Unit Focus: Geography

NC: As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Pupils should be taught to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Children should:

- Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes
- Collect and record evidence independently
- Investigate ways in which environments can be managed sustainably and why this is important now, and in the future
- Identify and explain different views that people, including themselves, hold about topical geographical issues
- Observe and explain how human patterns are influenced by both human and physical features
- Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways

Key Questions:

What is sustainability? Why is it an important issue globally?

How can the way people live affect their local environment?

What are the benefits of an electric car on the environment? Why should we use paper bags over plastic bags? How can you reduce your carbon footprint?

Can you name some sustainable resources?

How can we be more sustainable in school? At home? Why is it important to be more sustainable?

Can you create a sustainable city?

<https://www.earthwiseaction.org/free-sustainable-cities-lesson-plans>

What is Fairtrade? Why does Fairtrade mean Sustainable Trade?

How has Fairtrade helped cocoa farmers in Ghana?

Sources of evidence: What different sources of evidence and resources can you use to answer these questions?

Photos, maps, local councillors

Resources:

<http://www.fairtrade.org.uk/> & <https://www.fairtrade.org.uk/farmers-and-workers/cocoa/kuapa-kokoo-ghana/> & <https://www.youtube.com/watch?v=XbP4cn8xhU&t=9s> & <https://www.papapaa.org/>

<https://www.bbc.co.uk/bitesize/topics/zshp34j>

<https://www.bbc.co.uk/bitesize/articles/z9kqdp3>

Science

PSHE

Evolution and Inheritance

NC:- Pupils should be taught to:-

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

Pupils might work scientifically by observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

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Pupils might work Scientifically by:-

- Observing and raising questions about local animals and how they are adapted to the environment.
- Comparing how some living things adapt to survive in extreme conditions, e.g. cactuses, penguins and camels.

Friendship and Bullying – 7 lessons

Value - Friendship

English Links (Y5/6 National Curriculum) *Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary; Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]; Use dictionaries to check the spelling and meaning of words; Use a Thesaurus.*

How good a friend are you? (Y5) (Value link)

LO: Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. (Statutory)

Relationship cake recipe (Y5)

LO: Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. (Statutory)

Spot bullying (Y5) (Value link)

LO: Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying. (Statutory)

OK to be different (Y6) (Value link)

LO: Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers. (Statutory)

Happy shoppers (Y6) (Topic Link)

LO: Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.

<ul style="list-style-type: none"> Analysing the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers. <p>Useful links and resources:</p> <p>https://www.twinkl.co.uk/resource/tp2-s-121-new-planit-science-year-6-evolution-and-inheritance-unit-pack</p> <p>https://ypte.org.uk/lesson-plans/evolution-and-inheritance-year-6</p> <p>http://www.coreknowledge.org.uk/resources/Science%20Resource%20Pack-%20Year%206-%20Evolution.pdf</p> <p>https://www.bbc.co.uk/bitesize/topics/zvhvcw</p> <p>PLAN primary science assessment resources (planassessment.com)</p> <p>Download this from Shared Drive for your unit</p>	<p>Project Pitch (parts 1 & 2) (Topic link)</p> <p>A 2-part project linked to ‘responsibility to the environment’ looking at local, national and international environmental organisations e.g. RSPB, local wildlife trust, World Wildlife Fund, Buglife, Marine Conservation Society, The Woodland Trust, The National Trust, Natural England, Butterfly Conservation.</p>
<p>Computing/ICT</p>	<p>Music</p>
<p>Online Relationships</p> <ul style="list-style-type: none"> NC:- Be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Understand the opportunities computer networks offer for communication and collaboration.</p> <p>Pupils should be taught to: -</p> <ul style="list-style-type: none"> Locate and respond appropriately to the terms and conditions on websites. Identify unsuitable posts (e.g. on blogs, a forum ...) pertaining to content and conduct. Identify inappropriate and unacceptable behavior when analysing resources such as videos, text-based scenarios and electronic communications. 	<p>NC:</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions <p>Linked to topic:</p> <p style="text-align: center;">Music from West Africa</p> <p>Ghanian call and response songs</p> <p>Listen to Kye Kye Kule https://www.youtube.com/watch?v=ENTGigSyUbU</p> <p>Learn the response</p> <p>Children to take the lead with the call (then work in small groups of 3/4 taking the role of call and response</p> <p>Add percussion using the djembe drums and garageband</p>

- Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online.
- Use electronic communication and collaboration tools safely.

Use the following link for full resources and lesson plans: -

https://projectevolve.co.uk/about/?gclid=EA1aIQobChMI69ex3q3c-AIVE-vtCh2nGAYjEAAyASAAEgJicfD_BwE

Photography and digital art


- NC: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use search technologies effectively.

Pupils should be taught to: -

- Develop and use criteria to evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations.
- Evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations.
- Select suitable text, sounds and graphics from other electronic sources, and import into own work.
- Create an outline plan for a non-linear presentation; producing a diagram to demonstrate understanding how pages link and the need for clarity.
- Develop the use of hyperlinks to produce more effective, interactive, non-linear presentations.
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- Develop consistency across a document - same style of font, colour, body text size, etc.
- Make effective use of transitions and animations in presentations. Consider their appropriateness and overall effect on the audience. Independently

Have children work in small groups to improvise their own call and response
Learn about the different types of West African drums

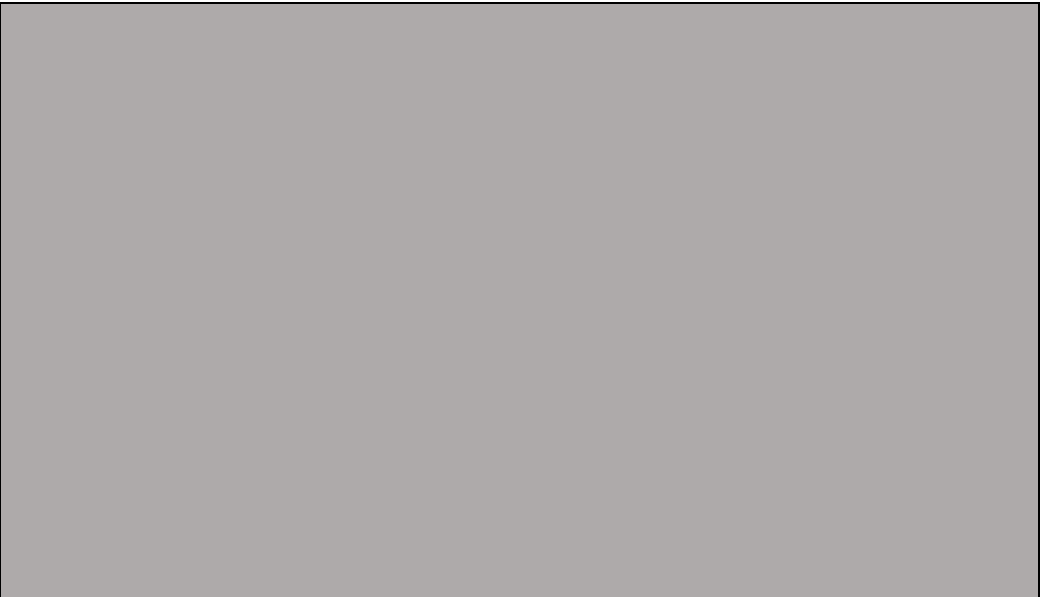
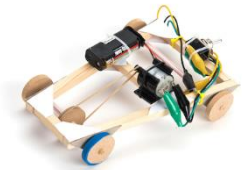
<p>select, process and import images, video and sounds from a variety of sources to enhance work.</p> <ul style="list-style-type: none"> ▪ Format and edit work to improve clarity and purpose using a range of tools, e.g. cut and paste, justify, tabs, insert and replace. ▪ Through peer and self assessment, evaluate presentations and make improvements. ▪ Make use of transitions and special effects in video editing software, understanding the effect on the audience. ▪ Export images, presentations and movies in formats appropriate for the purpose and use them in multimedia presentations. ▪ Plan and create a short animated sequence to communicate a specific idea, using a storyboard and timeline. <p>Design and create a short animated sequence.</p>	
<p>DT</p>	<p>Art</p>
<p>NC: When designing and making, pupils should be taught to:</p> <p>Design</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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p>	

- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  apply their understanding of computing to program, monitor and control their products.

Design an electric car

Create a framework to be controlled by an electric circuit (linked to Aut 1 Science)

<https://www.tts-group.co.uk/blog/2016/11/02/pulley-motorised-vehicle.html>



Cross-curricular Maths

RE

Hindu dharma

Is there one journey or many?

Coverage:

- Reincarnation
- Karma
- The 4 ashramas

English Focus 1	English Focus 2
<p>Class Novel:</p> <p style="text-align: center;">Biographies (2 weeks) David Attenborough/Greta Thunberg</p> <p>Reading Phase: Explore the biography of a particular person as presented in a range of different texts, on paper and on screen. Build up a picture of the life from the various perspectives offered, as well as discussing and evaluating the differences between the texts. Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. Read a range of biographies and identify key features. Grammarsaurus model text David Attenborough – use this resource to pull out the key features and use as a model for scaffolded writing.</p> <p>Gathering Content: Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, for example of historical characters, through preparing a CV; composing a biographical account based on research Use hot seating and questioning to gather information about David Attenborough. Model how to make effective notes (use abbreviations, symbols, bullet points or numbers, not full sentences etc) and children make notes/research about David’s life.</p> <p>Short writing opportunity: CV for David Attenborough</p> <p>Speaking and listening: Listen to Greta and/or David Attenborough speak about the planet/climate change and create own presentation to deliver to a small group.</p> <p>Writing Phase: Planning: Discuss sub-headings and layout. Model how to organise class /teacher modelled notes into sub-headings – use planning templates. Model and scaffold using class/teacher notes to write the different sub-headings for the Life of David Attenborough. Spend time on an effective introduction and conclusion. Emphasise the dates should be chronological. Agree success criteria.</p> <p>Independent write: Use the writing from the scaffolded writing to create an independent biographical piece of writing about Greta Thunberg</p> <p>Grammar: Active and passive voice</p>	<p style="text-align: center;">Persuasion & Letters - To local council/MP (2 weeks)</p> <p>Reading Phase: Read examples of letters. Pick out key features (how addresses are set out, sign off etc) Read different types of letters – what is the same? What is different?</p> <p>Gathering Content: Focus on persuasive vocabulary, rhetorical questions</p> <p>Short Writing Outcome:</p> <p>Writing Phase: Use the findings from the fieldwork and the examples of sustainable countries and cities in the world to plan and write a letter to the local council/Carnforth Mayor, making suggestions for how the local community could be more sustainable.</p> <p>Independent write: Using knowledge from the energy unit and sustainability, decide what could be improved in our Lancaster and Morecambe area. How are Carnforth becoming more ‘green’? Write to Lancaster or Morecambe MP to persuade them to become more involved in cleaning up our local environment.</p> <p>Grammar: Modal verbs, cohesion through adverbs and conjunctions, subordinate clauses</p> <p>Guided reading: Overfishing reading comprehension practice Twinkl</p> <p>Cross curricular: Diary of a Fairtrade farmer in Ghana</p>

Guided reading: What is sustainability reading comprehension practice Twinkl

Cross-curricular writing: What is Fair Trade? Information text/Non chronological report learn about fairtrade in Ghana

Personification Poetry

1 Week of poetry linked to unit theme of sustainability

1 week of poetry linked to the theme of Winter – personification poetry ‘The King of Seasons’

Global links:

Effects of being more sustainable on the world

Local links:

Local MP visit

Local area walk

Links to Carnforth’s Big Green Week