



Year 6 Medium Term Plan Summer 2

	Science	Humanities	RE	Computing
Theme	<p>Theme: Living Things and their Habitat</p> <p>Key skills</p> <ul style="list-style-type: none"> ● Planning different types of scientific enquiries to answer questions, including recognising, and controlling variables where necessary. ● Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. ● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. ● Using test results to make predictions to set up further comparative and fair tests reporting and presenting 	<p>Theme: Rivers</p> <p>Key skills: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> •Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Key knowledge:</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> •Physical geography, including: rivers and the water cycle and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural 	<p>Theme: Beliefs and Meaning</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives? <i>Same as last half term, it is a term topic.</i></p> <p>Key skills: Interpretation Empathy Application Investigation Discernment Analysis Evaluation Expression Reflection synthesis</p> <p>Key knowledge : To understand the differences between Greater and Lesser Jihad. Greater is the personal struggles, whereas lesser focuses more on use of war. The children will learn that the term Jihad can be interpreted differently leading to the different actions and consequences that we see today.</p>	<p>Teach Computing Unit: Web Page Design</p> <p>This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>

	<p>findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <ul style="list-style-type: none"> Identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Key knowledge:</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. 	<p>resources including energy, food, minerals and water</p> <p>Enrichment:</p> <p>Trips: Local trip to the River Thames for fieldwork.</p>		
<p>Week 1</p>	<p>S.K.LO: To identify familiar arthropods using a classification key.</p> <p>W.S.L.O: To record results of increasing complexity using scientific labels, classification keys and tables.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Classify animals based upon their characteristics. 	<p>LO: To understand and know the features of a river</p> <p>Key skills:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Key knowledge:</p> <p>Physical geography, including: rivers and the water cycle and human geography.</p>	<p>(Engagement lesson) P4C session</p> <p>LO: To understand that everyone interprets “good” and a “good life” differently.</p> <p>Lesson: children have been given £1million, what do they do with it? How do they spend it? Do they agree with how each other will spend the money?</p> <p>Key skills</p> <p>Interpretation of what a good life means</p> <p>Empathise with ours views on how</p>	<p>LO: What makes a good website?</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Identify and discuss the different types of media on websites <p>Key Knowledge:</p> <ul style="list-style-type: none"> - To know what HTML is - To know that websites are created using HTML code.

	<p>- Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Key knowledge:</p> <p>-Identify reasons for classification based upon specific characteristics.</p> <p>- Understand arthropods are a large and diverse phylum (group), comprising insects, arachnids, crustaceans and myriapods.</p> <p>- Arthropods have a segmented body, a hard exoskeleton, and jointed legs.</p> <p>- Dichotomous classification key to identify 10 different arthropods.</p>	<p>Key terms to know: Source- The point at which a river starts. Upper course- The first stage of river, often located on high ground. Middle course - The second stage of a river, where the land is flatter and the river wider. Lower course - The land is flat and the river is at its widest. Channel- The river bed and banks in which water flows. V-shaped valley- The river in the upper course flows through steep gradients Tributaries- Small streams that join the larger river. terial is cut away from river beds and banks by the water Meander - The natural bend in a river. Oxbow lake - A section of a meander that becomes isolated from the main river channel and eventually dries out. Mouth - The point where the river ends. Estuary- In the lower course, where the river meets the sea. Delta - Characterised by mud and sediment deposits, deltas are formed at the mouth of a river when the incoming tide cannot wash them away.</p> <p>** short recap on water cycle first, and then move onto all features of a river**</p> <p>http://www.crickweb.co.uk/ks1science.html#watercycle short animation for water cycle recap.</p>	<p>they may use the 1£ million. Understand that people will have different views, and this is ok.</p> <p>Key knowledge To understand that people interpret things differently and that's ok. To understand how people's morals will affect how they work through their life, and why they do things (kindness to animals so may be a vegetarian. Care for the environment so may choose not to drive a car) To remember the facts on how Muslims choose to lead a good life: Muslims pray 5 times a day, facing East to Mecca Fasting in Ramadam To show love and respect to Allah Not eating pork Following modesty dress</p>	
<p>Week 2</p>	<p>S.K.L.O: To identify helpful and harmful microorganisms.</p>	<p>LO: To locate key rivers in the UK</p> <p>Key skills:</p>	<p>Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives?</p> <p>(Investigation lesson)</p>	<p>LO: To plan a webpage</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - Recognise common features of a webpage

	<p>W.S.L.O: To report and present findings.</p> <p>Key skills –</p> <ul style="list-style-type: none"> Identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Key knowledge –</p> <ul style="list-style-type: none"> Recognise the different types of microorganisms. Describe the characteristics of helpful and harmful microorganisms. 	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Key knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>L.O: To discuss the differences between different Jihad views.</p> <p>Key skills Investigation of the differences between the Jihad views application of the investigation to reflect upon the key question</p> <p>Key knowledge To know lesser Jihad refers to fighting and going to war for Islam To know Greater Jihad refers to personal struggles To be able to explain the differences between the two, and how some Muslims interpret Lesser Jihad differently.</p>	<ul style="list-style-type: none"> Plan a webpage for a purpose <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know that a website is created for a specific purpose and audience
<p>Week 3</p>	<p>[PART 1]</p> <p>S.K.LO: To investigate a microorganism.</p> <p>W.S.L.O: To plan a scientific enquiry to answer questions, including recognising, and controlling variables where necessary.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Plan an inquiry in groups considering which independent variable to change. Understand which variables are appropriate to change (light, moisture, temperature). <p>Key knowledge:</p> <ul style="list-style-type: none"> Know what a microorganism is. Understand that microorganisms can be harmful or helpful. Understand the scientific dilemma over viruses - what causes scientists 	<p>LO: To locate the key rivers of the world.</p> <p>Key skills:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Key knowledge: To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rivers of the world.</p>	<p>Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives?</p> <p>(investigation lesson)</p> <p>L.O: To reflect upon own views on war, and whether a war can be seen as “just”</p> <p>Key skills Application- applying the knowledge they and others have on war Reflection- reflect upon whether a war can be seen as just Empathy- empathise with others view points to understand their beliefs on a just war.</p> <p>Key knowledge To be aware that a just war is a war that can be justified under certain rules. To be aware that these rules are: The war must be for a just cause. The war must be lawfully declared by a lawful authority. The intention behind the war must be good.</p>	<p>LO: To understand copyright</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Find and Identify copyright-free images Describe the term fair use and copyright <p>Key Knowledge:</p> <ul style="list-style-type: none"> To know the terms 'fair use' To know the term 'copyright'

	to disagree over their classification as microorganisms?		All other ways of resolving the problem should have been tried first. There must be a reasonable chance of success. The means used must be in proportion to the end that the war seeks to achieve.	
Week 4	<p>[PART 2 - Bread will have been observed with results updated throughout the week]</p> <p>S.K.L.O: To investigate a microorganism.</p> <p>W.S.L.O: To Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Use scientific vocabulary when writing a written conclusion. - Link ideas back to their predictions. - Reflect on areas for development. <p>Key knowledge:</p> <ul style="list-style-type: none"> - Explain what mould is. - Understand what increases the chances of the fungus growing. - Know the effect of mould on the body if it were to be consumed. 	<p>LO: To describe the key features of a river system</p> <p>Key skills:</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers.</p> <p>Key knowledge:</p> <p>To understand that erosion is Erosion is the geological process in which earthen materials are worn away and transported by natural forces such as wind or water.</p> <p>To understand that deposition is the process of silt and sediment building up in an area</p> <p>To know they are the opposite of eachother.</p>	<p>Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives?</p> <p>(investigation lesson)</p> <p>L.O: To understand there are different meanings to Jihad.</p> <p>Key skills</p> <p>investigation application- applying the different meanings of Jihad to everyday use.</p> <p>Key knowledge To know that Greater Jihad: A believer's internal struggle to live out the Muslim faith as well as possible The struggle to build a good Muslim society Lesser Jihad or Holy war: the struggle to defend Islam, with force if necessary To also know that there are certain "rules" that enable some Muslims to see that a war is Just and fair as it comes under lesser Jihad.</p>	<p>LO: To create a webpage</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - To create a web page - To add content to own webpage - To evaluate own webpage <p>Key Knowledge:</p> <ul style="list-style-type: none"> - To know the key features of a webpage
Week 5	<p>W.S.L.O: To use test results to make predictions to set up further comparative and fair tests.</p> <p>S.K.L.O: To name conditions that help mould grow well.</p> <p>Key skills:</p>	<p>LO: To describe the ways rivers are used</p> <p>Key skills:</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including</p>	<p>Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives?</p> <p>(evaluation lesson)</p> <p>L.O: To write a balanced argument</p> <p>Children draw upon everything we</p>	<p>LO: To create multiple web pages for a website</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - To create different web pages - To create and use hyperlinks

	<p>- Using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Key knowledge:</p> <p>- The most growth should be found in damp/dark places.</p> <p>- Food should be stored in a cool and dry area to limit mould/fungi growth and decay.</p>	<p>trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rivers</p> <p>Key knowledge: To know that there are 4 main uses of a river: leisure, conservation, industry and other.</p> <p>To understand that each use of a river has positive and negative impacts on the environment and surrounding areas.</p>	<p>have looked at the past term and write a balanced argument about it.</p> <p>Key skills</p> <p>Analysis- analysing all information from this term to help write a balanced argument Evaluation- evaluate whether they agree or disagree with the key question drawing on their knowledge from the term.</p> <p>Key knowledge To discuss what it means for Muslims to lead a good life To explain how some Muslims can misinterpret Jihad. To explain how this means that some Muslims can become suicide bombers as they believe this will help them gain eternal life.</p>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> - To explain what a navigation path is (the way that pages are linked together). - To describe why navigation paths are useful - To know how to make multiple web pages and link them using hyperlinks
<p style="text-align: center;">Week 6</p>	<p style="text-align: center;">Consolidation</p>	<p>LO: To explain the impact of damming rivers.</p> <p>Key skills: 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 in the context of dams.</p> <p>Key knowledge: To explain that a dam is a barrier constructed to hold back water and raise its level, forming a reservoir used to generate electricity or as a water supply.</p> <p>To explain and understand why they are used.</p>	<p>Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives?</p> <p>(expression lesson)</p> <p>L.O: To reflect upon what leading a good life means to me.</p> <p>Children are to each decorate and design a square "tile" of a piece of a large picture which depicts how they would like the world to be. All the squares can then be stuck together to make one large picture using all their visions.</p> <p>Key skills: Expression- Express what they think the world should like it. Reflection- reflect upon what they think should be in the world.</p> <p>Key knowledge:</p>	<p>LO: To link external sources to own website</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - To link outside webpages to own using hyperlinks - To evaluate own and other student websites (checking for user experience) <p>Key Knowledge:</p> <ul style="list-style-type: none"> - can explain the implication of linking to content owned by others -

		To explain their positives and negatives.	To understand what we mean by a "good life" is how it makes you feel and how you make others feel. To understand how your actions do not only affect you now, but can affect you later on and COULD have consequences from people around you.	
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