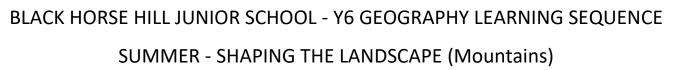
BLACK HORSE HILL JUNIOR SCHOOL - Y6 GEOGRAPHY LEARNING SEQUENCE SUMMER - SHAPING THE LANDSCAPE (Coasts)



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
What is physical geography	To explore and explain how weathering and water can change the
and its features?	landscape - including physical weathering, chemical weathering,
	biological weathering and erosion.
What are coastal features?	To identify coastal features in the UK and explain how these are formed
	by erosion and weathering - including headlands, caves, arches, stacks
	and stumps.
	To understand how sand dunes are formed by sand blowing inland.
How have the boundaries	To recognise how UK borders and boundaries have changed over time -
and borders of the UK	rising sea levels, tribes claiming land, invasion, migration, war, royal and
changed over time?	political union.
How have landscapes	To explain how and why landscapes have changed over time - identify
changed over time?	similarities and differences in photographs taken at different times e.g.
	listed buildings, areas of outstanding beauty or archaeological importance
	and special conservation areas.
What does the future hold?	To predict how physical factors might change the landscape in the future
	- explain using examples of what happened on Rapa Nui, Easter Island.





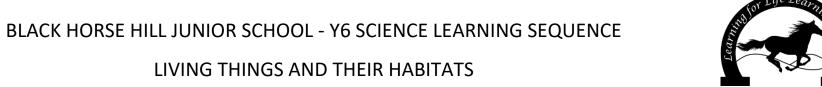
Enquiry/ Learning Intention	What the children will know/ Essential knowledge
What is a mountain range	To know and explain what a mountain is and use a map to find mountain
and where are they?	ranges across the world - Pyrenees, Alps, Carpathian, Apennines, Urals,
	Balkan Mountains .
When does a hill become a	To locate key areas of higher ground in the UK and use a map to find and
mountain?	describe key features of mountains - Pennines, Grampians, Snowdonia,
	Dartmoor and Cambrians.
What features do mountain	To identify and explain the main features of a mountain range - summit,
ranges have?	snow line, outcrop, slope, valley, plateau, tree line, ridge, foot and face.
How are mountains made?	To know and explain how different types of mountains are formed - fold,
	fault-block, volcanic, dome and plateau mountains.
What is the climate like on a	To describe mountainous climates - research and compare weather,
mountain?	temperature, rainfall and wind speed in different mountainous areas.
	Assess the risks of being in the mountains.
Do people travel to the	To describe how tourism affects mountain regions - know why people
mountains and why?	travel to the mountains and describe the impact this can have (+/-).

BLACK HORSE HILL JUNIOR SCHOOL - Y6 SCIENCE LEARNING SEQUENCE



LIGHT

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
What is light and where does	To be able to identify sources of light (sun, stars, torch, bulbs, fire etc)
it come from?	and how light is reflected - light, travelling in a straight line, bounces off
	an object.
What is reflection and how	To understand translucent, transparent and opaque.
can we use it?	To recognise what darkness and shadows are and how they are made.
	To explain whether a material is reflective or non reflective.
What is refraction and how	To understand that refraction is when a lightwave changes direction and
can we use it?	to know how it can be used - making jewels sparkle and lasers.
How do we see light?	To draw and label a diagram to show/explain how we see light and how
	the eye works - including the pupil, cornea, lens, retina and optic nerve.
Where do different colours	To understand how white light is split into different colours and use this
come from?	to explain how we see different colours - white light, prism, reflected,
	refracted, absorbed .
What are some uses of light?	To explain how a periscope works - mirrors, reflection, seeing over
	objects or around corners .
	To recognise how lenses work - explain convex and concave.



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
How are animals classified?	To give reasons for classifying animals based on their similarities or
	differences - able to sort and group animals based on their features.
Who is Carl Linnaeus?	To describe how living things are classified into different groups - use the
	Linnaean system to classify different creatures: domain, kingdom,
	phylum, class, order, family, genus and species.
How can classification be	To identify the characteristics of the different types of animals and to
used?	create and classify a creature based on those characteristics - e.g. scales,
	feathers, fur, lungs, gills, wings, shell, skeleton, antennae, milk, eggs.
What are microorganisms?	To describe and investigate helpful and harmful microorganisms - such as:
	helpful - food production and medicines vs unhelpful - food poisoning and
	mould etc.
What do microorganisms	To be able to identify the characteristics of different microorganisms -
look like?	eukaryotic (fungi, animals and plants) or prokaryotic (bacteria).
What organisms do we have	Field study - To classify organisms found in our local habitat - such as
around school?	plants/animals, grouped by characteristics etc.



BLACK HORSE HILL JUNIOR SCHOOL - Y6 ART LEARNING SEQUENCE

SEASCAPES AND LANDSCAPES - TURNER

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
Who is J.M.W. Turner?	To explore the roles and purposes of artists - English Romantic painter,
	printmaker and watercolourist. Known for expressive colourisations,
	imaginative landscapes and turbulent, often violent marine paintings.
How did Turner create his	To demonstrate a wide variety of ways to make different marks with dry
artwork?	and wet media.
	To manipulate and experiment with the elements of art: line, tone,
	pattern, texture, form, space, colour and shape.
	To carry out preliminary studies, test media and materials and mix
	appropriate colours.
	To create shades and tints using black and white.
Creating seascapes or	To show awareness of how paintings are created (composition).
landscapes in the style of	To produce a piece of artwork in the style of William Turner.
Turner.	
Evaluate own work	Compare work produced - ideas, methods and approaches. Say what they
	think about them and describe how they may develop it further.



BLACK HORSE HILL JUNIOR SCHOOL - Y6 DT LEARNING SEQUENCE SOFT TOYS

	
Enquiry/ Learning Intention	What the children will know/ Essential knowledge
Why do we have soft toys	To look at the history of the Teddy Bear.
and what features do they	To explain why soft toys are produced, bought and used by people.
have?	To observe and disassemble an existing soft toy, making detailed, labelled
	drawings to show parts and components.
Designing a soft toy.	To develop a design specification for a soft toy and communicate initial ideas
	through detailed and labelled drawings.
	To create a pattern for the soft toy design using squared paper.
	To plan an order of work, choosing appropriate materials, tools and
	techniques.
Making a soft toy.	To select appropriate tools, materials, components and techniques - pins,
	needles, felt, cotton, blanket and running stitch.
	Assemble the components, using tools safely and accurately.
	To use permanent joining techniques - pin, sew, stitch.
	Make modifications as they go along.
Evaluating a soft toy.	To evaluate their product identifying strengths, areas for development and
	carrying out appropriate tests.
	Record evaluations using drawings with labels.
	Evaluate against their original criteria and suggest ways they could improve it.