

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 and its features?	To explore and explain how weathering and water can change the 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 and borders of the UK changed over time?	To recognise how UK borders and boundaries have changed over time - rising sea levels, tribes claiming land, invasion, migration, war, royal and political union.
How have landscapes changed over time?	To explain how and why landscapes have changed over time - identify 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.

BLACK HORSE HILL JUNIOR SCHOOL - Y6 GEOGRAPHY LEARNING SEQUENCE

SUMMER - SHAPING THE LANDSCAPE (Mountains)



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
What is a mountain range and where are they?	To know and explain what a mountain is and use a map to find mountain ranges across the world - Pyrenees, Alps, Carpathian, Apennines, Urals, Balkan Mountains .
When does a hill become a mountain?	To locate key areas of higher ground in the UK and use a map to find and describe key features of mountains - Pennines, Grampians, Snowdonia, Dartmoor and Cambrians.
What features do mountain ranges have?	To identify and explain the main features of a mountain range - summit, 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 mountain?	To describe mountainous climates - research and compare weather, temperature, rainfall and wind speed in different mountainous areas. Assess the risks of being in the mountains.
Do people travel to the mountains and why?	To describe how tourism affects mountain regions - know why people 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 it come from?	To be able to identify sources of light (sun, stars, torch, bulbs, fire etc) and how light is reflected - light, travelling in a straight line, bounces off an object.
What is reflection and how can we use it?	To understand translucent, transparent and opaque. 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 can we use it?	To understand that refraction is when a lightwave changes direction and 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 come from?	To understand how white light is split into different colours and use this 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.

BLACK HORSE HILL JUNIOR SCHOOL - Y6 SCIENCE LEARNING SEQUENCE

LIVING THINGS AND THEIR HABITATS



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 used?	To identify the characteristics of the different types of animals and to 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 look like?	To be able to identify the characteristics of different microorganisms - eukaryotic (fungi, animals and plants) or prokaryotic (bacteria).
What organisms do we have around school?	Field study - To classify organisms found in our local habitat - such as 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 artwork?	<p>To demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>To carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>To create shades and tints using black and white.</p>
Creating seascapes or landscapes in the style of Turner.	<p>To show awareness of how paintings are created (composition).</p> <p>To produce a piece of artwork in the style of William Turner.</p>
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 and what features do they have?	<p>To look at the history of the Teddy Bear.</p> <p>To explain why soft toys are produced, bought and used by people.</p> <p>To observe and disassemble an existing soft toy, making detailed, labelled drawings to show parts and components.</p>
Designing a soft toy.	<p>To develop a design specification for a soft toy and communicate initial ideas through detailed and labelled drawings.</p> <p>To create a pattern for the soft toy design using squared paper.</p> <p>To plan an order of work, choosing appropriate materials, tools and techniques.</p>
Making a soft toy.	<p>To select appropriate tools, materials, components and techniques - pins, needles, felt, cotton, blanket and running stitch.</p> <p>Assemble the components, using tools safely and accurately.</p> <p>To use permanent joining techniques - pin, sew, stitch.</p> <p>Make modifications as they go along.</p>
Evaluating a soft toy.	<p>To evaluate their product identifying strengths, areas for development and carrying out appropriate tests.</p> <p>Record evaluations using drawings with labels.</p> <p>Evaluate against their original criteria and suggest ways they could improve it.</p>