Around the World   Spring Term   Year 6

Geography	**Key Learning**
	Locational Knowledge
	▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.
	▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
	Human and Physical Geography
	▪ Describe and understand key aspects of:
	– physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.
	– 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.
	Use of ICT/Technology
	▪ Use appropriate search facilities when locating places on digital/online maps and websites.
	▪ Start to explain satellite imagery.
	▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.
	▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.
	▪ Investigate electronic links with schools/children in other places e.g. email/video communication.
	Mapping
	▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
	▪ Relate different maps to each other and to aerial photos.
	▪ Begin to understand the differences between maps e.g. Google maps versus Google Earth, and Ordnance Survey maps.
	▪ Choose the most appropriate map/globe for a specific purpose.
	▪ Interpret and use thematic maps.
	▪ Understand that purpose, scale, symbols and style are related.
	▪ Recognise different map projections.
	▪ Use latitude and longitude in an atlas or on a globe.
	▪ Use the scale bar on maps.
	Read and compare map scales.
	Communication

	▪ Use more precise geographical language relating to the physical and human processes detailed in the programmes of study, e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments.
History	N/A
DT	**Design and Make a Fairground Ride** **Evaluation of Existing Products** ▪ Research and evaluate existing products (including book and web based research). ▪ Consider user and purpose. ▪ Understand how key people have influenced design. ▪ Identify the strengths and weaknesses of their design ideas. **Focused Tasks: Structures** ▪ Use the correct terminology for tools, materials and processes. ▪ Use bradawl to mark hole positions. ▪ Use hand drill to drill tight and loose fit holes. ▪ Cut strip wood, dowel, square section wood accurately to 1mm. ▪ Join materials using appropriate methods. ▪ Build frameworks to support mechanisms. ▪ Stiffen and reinforce complex structures. **Mechanical and Electrical Systems and ICT** ▪ Develop a technical vocabulary appropriate to the project. ▪ Use mechanical systems such as cams, pulleys and gears. ▪ Use electrical systems such as motors. ▪ Program, monitor and control using ICT. **Design** ▪ Plan the sequence of work e.g. using a storyboard. ▪ Use models and kits to help formulate design ideas.

	▪ Combine modelling and drawing to refine ideas. ▪ Use exploded diagrams and cross-sectional diagrams to communicate ideas. ▪ Model alternative ideas. ▪ Decide which design idea to develop. **Make** ▪ Make prototypes. ▪ Develop one idea in depth. Use researched information to inform decisions. ▪ Produce detailed lists of ingredients / components / materials and tools. ▪ Use a computer to model ideas. ▪ Select from and use a wide range of tools. ▪ Cut accurately and safely to a marked line. ▪ Select from and use a wide range of materials. ▪ Use appropriate finishing techniques for the project. ▪ Refine their product – review and rework/improve. **Evaluation (of their Finished Product)** ▪ Give a report using correct technical vocabulary. ▪ Consider and explain how the finished product could be improved related to design criteria. ▪ Discuss how well the finished product meets the design criteria of the user. Test on the user. Understand how key people have influenced design.
Music	End of Year Performance ▶ Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression. ▶ Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience.
Global Links	World's Global Goals Climate Change Lesson http://worldslargestlesson.globalgoals.org/all-lesson-plans/