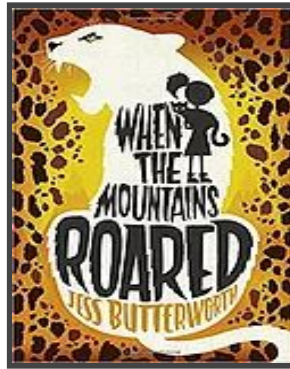


# Year 6 Spring 2

## *When the Mountains Roared*



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Spring 2	When the Mountains Roared	When the Mountains Roared by Jess Butterworth	Geography	Dealing with death, mourning, loss of a loved one.  P. 179 litter / death, PSHE link.  Keeping safe and managing risk: out and about

### Geography objectives coverage

Geography Objectives	Learning Opportunities	History Objectives	Learning Opportunities
Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and  Explain the water cycle and its importance.	Children will be immersed in physical geography, learning all about climate zones, biomes and vegetation belts, mountains and rivers and much more. Collecting their knowledge and skills together, the children will create a fictional travel log or travel brochures, detailing all they have learnt. Combining geography and computing, we will... <ul style="list-style-type: none"> <li>- <b>Locate</b> countries, the Equator, Tropic of Cancer and Capricorn</li> <li>- <b>label</b> and <b>explain</b> the key features of mountains</li> <li>- <b>identify</b> and describe key physical features of a climate zone</li> <li>- <b>label</b> and <b>explain</b> the key features of rivers (p.176)</li> <li>- <b>research</b> and <b>compare</b> two distinct biomes (e.g. that of Northern India with Northern Europe)</li> <li>- <b>consider</b> how natural disasters (e.g. flooding) can have severe effects on the physical and natural landscape</li> </ul> Also, we will learn about the water cycle and present our understanding as an explanation text in writing.	N/A	N/A

### English coverage

Stimulus	Outcomes

When the Mountains Roared	Children will be immersed in our class text, When the Mountains Roared. They will write a piece inspired by what they have read, choosing the text type themselves.
When the Mountains Roared	Children will be immersed in physical geography, learning all about climate zones, biomes and vegetation belts, mountains and rivers and much more. Combining geography and computing, the children will create a fictional travel log or travel brochures, detailing all they have learnt.
The Water Cycle (science / geography) in conjunction with books which present information in alternative ways, eg, The Land of Neverbelieve	The children will create a text which explains the water cycle, but this will be presented in their own way. They will be exposed to different styles of texts whereby the traditional concept of an explanation text is not followed.

### Science coverage

<u>Topic</u>	<u>Key Question</u>	<u>Ancillary Questions</u>	<u>Objectives</u>
Living things and their habitats	How can we classify living things?	<ol style="list-style-type: none"> <li>1. How can we classify living things into broad groups?</li> <li>2. How can we classify plants into different groups?</li> <li>3. How can we classify trees?</li> <li>4. How can we classify different flowering plants using our own keys?</li> <li>5. How can we attract more bees and butterflies into the school grounds?</li> <li>6. How many different things live in the school grounds?</li> </ol>	<ul style="list-style-type: none"> <li>- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>- Give reasons for classifying plants and animals based on specific characteristics</li> </ul>
Working Scientifically			<ul style="list-style-type: none"> <li>- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- using test results to make predictions to set up further comparative and fair tests</li> <li>- identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>

### PSHE coverage

<u>Topic</u>	<u>Key Question</u>	<u>Objectives</u>
Out and About: Keeping Safe	How can you keep yourself safe when out and about on your own?	<ul style="list-style-type: none"> <li>- To be aware of the potential risks when out and about in the local area</li> <li>- To understand that others might make assumptions about others that may not reflect reality</li> <li>- To identify risky behaviour in peer groups</li> <li>- To respond to and recognise peer pressure and who they can ask for help</li> <li>- To know some of the consequences of antisocial behaviour, including the law.</li> <li>- To describe ways to resist peer pressure.</li> <li>- To recognise they have responsibility for their behaviours and actions.</li> </ul>

### Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art	<ul style="list-style-type: none"> <li>- To be able to use texture and pattern effectively in drawing</li> <li>- To select the appropriate grade of pencil.</li> <li>- To select which lines and marks to use, creating shape, tone and texture (for quick sketches)</li> <li>- To select the appropriate grade of pencil.</li> <li>- To select which lines and marks to use, creating shape, tone and texture (for sustained sketches)</li> <li>- To produce detailed observational drawings</li> </ul>	<p>Children are to be able to create quick and accurate drawings when undertaking field studies. Children develop drawing skills further in order to create sustained drawings that show tone and texture. Children produce a drawing from life (leaves, plants, seeds).</p>
RE	<ul style="list-style-type: none"> <li>- To explain how the influence people have had on me has affected what I see as important.</li> <li>- To explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</li> <li>- To give my opinion as to whether Christianity is a strong religion now and say why I think this.</li> </ul>	<p>We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion. Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>
Computing	<ul style="list-style-type: none"> <li>- To research a location using online maps</li> <li>- To plan a route using online resources and compare different routes</li> <li>- To collect a range of digital content, for example, photos</li> <li>- To edit and improve digital content</li> <li>- To combine written text and digital media</li> </ul>	<p>We are travel writers! Children go on a digital journey to India. They research, plan and go on a (virtual) journey, whilst documenting their experience to create their travel broucher, travel log or collection of letters and postcards sent home.</p>
PE	<ul style="list-style-type: none"> <li>- To remember signs and symbols on a map</li> <li>- To complete a course at speed</li> <li>- To orientate themselves using a simple map</li> <li>- To plan a route using maps and references</li> <li>- To adapt their plan based on experience</li> <li>- To evaluate their performance and suggest improvements</li> </ul>	<p>Outdoor and Adventurous: Orienteering The children will be given opportunities to create their own maps based on the school grounds, set their own challenges for other children to complete, and take part in timed orienteering challenges.</p>
Music	<ul style="list-style-type: none"> <li>- History of music; appreciating and understanding</li> </ul>	<p>Children explore the classical piece 'In the Hall of the Mountain King'</p>
Hlstory	N/A	