

Curriculum Driver

Year 6 Summer Term 2022

Are we all born free?

Linked texts: Are we all born free: the universal declaration of human rights in pictures.

Linked people of study: Nelson Mandela, Mary Seacole, Martin Luther King, Rosa Parks, Diane Abbott, Barack Obama

Trips/Visitors: Kresen Kernow

Linked Prior Learning: Hidden Figures



History

Intent: Children increase their understanding of influential Black people now and in the past.

Skills, and Knowledge Components Focus

- Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.
- Understand the methods of historical enquiry, including how it is used to make historical claims.
- Identify significant events, make connections, draw contrast and analyse trends
- A detailed study of a particular famous person and their historical legacy from at least two different points of view.
- Vocabulary specific to topic

Sticky Knowledge:

- I know that Mary Seacole was a nurse that faced racism when trying to help during the Crimean War in 1854.
- I know that HMT Empire Windrush brought 1029 west-Indian immigrants to Tilbury, Britain in 1948 to help fill UK jobs after the war.
- I know that Amnesty International was founded in 1961.
- I know that Martin Luther King was alive from 1929 to 1968.
- I know that Martin Luther King, a civil rights leader, presented his 'I have a dream speech' in 1963 wanting equality and to end racism in USA.
- I know that Jesse Owens won four Olympic gold medals in the 1936 Olympics.
- I know that Rosa Parks was alive between 1913 to 2005.
- I know that in 1955 Rosa Parks fought against segregation on a bus as she would not give up her seat for a white person.
- I know Martin Luther King supported and led the boycott of buses for 381 days after this and the segregation laws were changed in 1956.
- I know that in 1963 the Bristol Bus Boycott led to the first black bus conductor in Bristol.
- I know that Nelson Mandela was alive between 1918 and 2013.
- I know that Nelson Mandela fought to end the apartheid and was imprisoned for 27 years.
- I know that Diane Abbott was the first black woman MP in the Houses of Parliament, elected in 1987.
- I know that Nelson Mandela was South Africa's first black president in 1994.
- I know the first black woman in space was Mae Jemison in 1992.
- I know that Barack Obama was the first black president of the USA from 2009 to 2017.
- I know that only 12 out of the 109 Nobel Prize Winners have been black people these include: Nelson Mandela, Martin Luther King and Barack Obama.

Key Vocabulary: racism, rights, discrimination, segregation, apartheid, Nobel Peace Prize, Amnesty International, Windrush

Subject Composite: Children will create an eBook fact file about the influential Black people they have studied.

Impact: Children will have an increased awareness of racism and discrimination and the achievements of influential black people, despite their adversity.

DT

Intent: Children will know where their food comes from and develop their understanding of foods from diverse cultures.

Skills, and Knowledge Components Focus:

- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand which foods are sources of required nutrition (including minerals, vitamins, etc.)
- Understand and apply the principles of a healthy and varied diet.
- Investigate and explore a range of existing products, considering construction and purpose.
- Communicate ideas through oral and ICT presentations.

Sticky Knowledge:

- I know that not all foods can be grown in the Britain and some need to be imported.
- I know that not all foods can be grown in Britain all year around and depend on the season.
- I can follow good food hygiene.
- I can use cooking tools safely.
- I know which food groups and quantities we need for a balanced diet.
- I can taste test and evaluate a range of existing African and Caribbean foods.
- I can create my own Caribbean or African inspired dish.
- I can evaluate my product.

Key Vocabulary:

Product, taste test, evaluate, hygiene, tools, cutting, slicing, stirring, marinating, seasoning, seasonal, reared, processed, savoury

Subject Composite:

Children will create a food dish inspired by Caribbean or African culture.

Impact:

Children will have tried a variety of foods from other cultures and be enthusiastic to try new foods in the future; whilst being mindful of food miles and seasonality.

Art

Intent: Children will develop their knowledge of some black artists and their artwork styles.

Skills, and Knowledge Components Focus

- Be able to identify and appraise the work of artists through history.
- Different textures and consistencies of paint.
- Apply paint to show textures.
- Work towards a portfolio of work of which they are proud, giving reasons for their choices, and areas in which they would like to develop.

Sticky Knowledge:

- I know Jean-Michel Basquiat was an American painter.
- I know Chris Ofili is British Turner Prize winning painter.
- I know Kara Walker is an American silhouette artist.

Key Vocabulary: tone, silhouette, palette, primary, secondary, tertiary, portfolio, textures, consistency

Subject Composite:

Children will create a final painting inspired by one of the three artists studied

Impact:

Children will have an awareness of artists from black heritage and be proud of their portfolio of work in their sketchbook.

Working Scientifically– Year 6

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Take 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

Use test results to make predictions to set up further comparative and fair tests

Report and present 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

Identify scientific evidence that has been used to support or refute ideas or arguments

Science - Year 6 Circulatory System

Intent: Children will develop their understanding on how the circulatory system works and how to keep it healthy,

Skills, and Knowledge Components Focus:

- Describe the ways in which nutrients are transported within animals including humans
- Identify and name the main parts of the human circulatory system, and describe functions of the heart, blood vessels and blood.
- Recognise the impact of diet exercise, drugs and lifestyle on the way their bodies function.

Sticky Knowledge:

- I know that the circulatory system is made up of the heart, veins, arteries and blood.
- I know that the heart is an organ that constantly circulates blood around the circulatory system.
- I know that blood vessels are tube-like structures that carry blood through the tissues and organs.
- I know that veins, arteries and capillaries are three types of blood vessels.
- I know that oxygenate blood has more oxygen and is pumped from the heart to the rest of the body. Arteries carry oxygenated blood.
- I know that deoxygenated blood is where most of the oxygen has already been transported to the body. Veins carry deoxygenated blood.
- I know that plasma is liquid in the blood, the rest of blood is solid.
- I know that platelets help you to stop bleeding,
- I know that red blood cells carry oxygen and white blood cells fight infection.
- I know that capillaries are the smallest type of blood vessel and are where exchanges, in water, nutrients, oxygen and carbon dioxide take place.
- I know that drugs, smoking and alcohol have negative effects on the body.
- I know that a healthy balanced diet means ensuring you consume the needed quantity of each nutrient.

Key Vocabulary:

Heart, blood vessels, oxygenated, deoxygenated, arteries, veins, capillaries, plasma, platelets, red blood cells, white blood cells, nutrients, drugs, balanced diet, alcohol, smoking, circulation.

Subject Composite:

The children will create film clip of their moving model to symbolise the circulatory system.

Impact: Children will have an increased awareness of how their bodies work and be mindful on how to keep healthy now and in the future.

Science - Year 6 Properties and changes in Materials

Intent: Children will explore a range of investigations with reversible and irreversible changes.

Skills, and Knowledge Components Focus:

- Compare and group together everyday materials on the basis of their properties, including their hardness solubility, transparency, conductivity (electrical and thermal) and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate soda.

Sticky Knowledge:

- I know how to compare and group materials
- I know that some materials dissolve in liquid to form a solution. I know dissolving is a reversible change and how to recover a material in a solution through evaporation.
- I know how to separate mixtures using filtering, sieving and evaporating.
- I can give reasons for the use of metals, wood and plastic in everyday objects.
- I know that some changes are irreversible and result in the formation of a new material e.g. burning or acid on bicarbonate soda.

Key Vocabulary:

Materials, conductors, solutions, mixtures, solids, liquids, gases, dissolving, evaporating, separating, filtering, sieving, reversible, irreversible

Subject Composite:

Children will plan, demonstrate and presentation irreversible or reversible change investigation in a video clip.