

Year 6 – Summer Term Planning – Climate Change (Geography)

Cross Curricular: Writing:

Write a report explaining climate change and the impact it has.

Write a letter to local MP persuading them to take action against climate change.

NC Objectives:

- Plan their writing by identifying the audience for and purpose of the writing
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Précising longer passages

Cross Curricular: DT Link

Children to design and structure their own wind turbine.

NC Objectives:

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
 - Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities
 - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Geography NC Objectives:

Geographical skills and fieldwork

- Use maps and digital/computer mapping to locate countries and describe features studied
- Understand and use a widening range of geographical terms e.g. specific topic vocabulary

Locational knowledge

- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hill, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time

Human and physical geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Describe and understand the key aspects of 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.

Educational visit:

Workshop on building energy saving

Cross Curricular: Reading:

The boy who harnessed the wind by Bryan Mealer and William Kamkwamba

NC Objectives:

- Identifying and discussing themes and conventions in and across a wide range of writing
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Cross Curricular: Science –

Electricity

Pupil will work scientifically to make a circuit for their wind turbine.

NC Objectives:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram.

Cross Curricular: PSHE

Citizenship - To understand that resources can be allocated in different ways, and that economic choices affect individuals, communities and the environment

I am aware of how the media present information and that the media can be both a positive and negative influence

Cross Curricular: SMSC

Social: show respect for people, living things, property and the environment

Moral: a willingness to express their views on ethical issues and values