



Flying Start Curriculum

Curriculum Converter:

Overview:

This project teaches children about Africa past and present, with a particular focus on Benin. It traces the development of the slave trade and explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.

Pitstop

Making Blood (Science based pit stop) Thursday 12th October @ 2.15pm in classrooms where we will be making blood.

**Parent finale:
Undeclared**

Our Finale in Autumn 2 will be in week 6 on Thursday 7th December @ 2.30pm in the Hall which is a performance "Rise up - Undeclared" singing the song Rise up while talking through and acting the learning of the FOS about slavery and key dates. (A mini performance)

Why this?

Children have learnt about Ancient Egypt but have no other knowledge of other civilisations in the world. They will experience an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy)

Why now?

Building on prior learning in earlier primary years to give context to timeline and history.

Key Texts (English / Reading lessons)

The Boy at the Back of the Class
Fight Back
Freedom
Pig Heart Boy
Stand up and Stand out, (non-fiction)
I am Malala
Sulwe – Picture style book
Young Gifted and Black
Little Leaders Bold Women in Black History
Little Leaders Exceptional Men in Black History
Little People Big Dreams Rosa Parks

Linked texts that are not used in English and Reading: (

Young Gifted and Black
Little Leaders Bold Women in Black History
Little Leaders Exceptional Men in Black History
Little People Big Dreams Rosa Parks
Coming to England,
Refugee, My name is not refugee,
Refugees and Migrants (Non- fiction)
Windrush,
Nelson Mandela – Long walk to Freedom
Kofi Annan (Tuntimo)
Poetry: Performance: Based upon speeches by Amanda Gorman and influence of Dave the Poet.
Undeclared (used for Finale)
Little People Big Dreams Martin Luther King Jnr
Little People Big Dream Mahatma Gandhi
The whole blood pumping story. .

Class Context:

Notable dates:

Trips / Visitors Trip:			Local Community link	Primary/Secondary sou
Year 6	Stand up Stand Out  Trip: Houses of Parliament Experience: Virtual visit to Bristol Museums linked to the Slave Trade.	Our Frozen Planet  Trip: Year 6 Residential Experience: The Wild (animal) experience in school.		

History	Wk1 <u>Introductory knowledge</u> P. of Study Breadth History Aims 2 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Knowledge Year 6 Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest,	Wk2 <u>Ancient African Kingdoms & Empires</u> P. of Study History 1 Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Knowledge Year 6 The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion,	Wk3 <u>Benin Bronzes - Breadth and depth</u> P. of Study History 8 Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD	Wk4 <u>Britain and the Maafa</u> P. of Study History 6 Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Knowledge Year 6 Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of	Wk5 <u>Human impact of the Triangular slave trade</u> P. of Study Breadth History Aims 14 Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of	Wk6 <u>Evidence of life on the plantations</u> P. of Study Breadth History Aims 11 Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
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<p>continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</p> <p>Specific knowledge Year 6 Topic-specific abstract terms include abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement, indigenous, <i>maafa</i>, rebellion, resistance and slavery.</p> <p>Skill Year 6 Use abstract terms to express historical ideas and information.</p> <p>Exploring Africa today</p> <p>P. of Study Geography Features 6 Describe and understand 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.</p> <p>Knowledge Year 6 The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.</p> <p>Specific knowledge Year 6 Africa is the world's second largest and second most populous continent, after Asia. Africa is a diverse continent with a variety of different climates, landscapes, human settlements and populations.</p> <p>Skill Year 6 Explain how humans function in the place they live.</p>	<p>inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>Specific knowledge Year 6 A variety of kingdoms developed in Africa over the last 6000 years. Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess.</p> <p>Skill Year 6 Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Kingdom of Benin AD 900-1897</p> <p>P. of Study History 3 Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Knowledge Year 6 The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>Specific knowledge Year 6 The ancient Kingdom of Benin, ruled by an oba, existed on the coast of West Africa from AD 900–1897. Archaeologists and historians have learned about Benin's history through artefacts, traditional stories passed down by word of mouth and written accounts from European traders who travelled to Benin. The kingdom was well-known for its strong trade links with other countries, such as Portugal, which gained the kingdom great wealth and power, and for its guild system of craftspeople. In 1897, an invasion by British soldiers ended the Kingdom of Benin.</p> <p>Skill Year 6 Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>900; Benin (West Africa) c. AD 900-1300.</p> <p>Knowledge Year 6 The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>Specific knowledge Year 6 The Benin Bronzes are a group of more than 3000 sculptures made from bronze and brass. They were made in the Kingdom of Benin from the 16th century onwards by the guild of metalworkers. They show the people of Benin, especially the obas, and they help us to learn about aspects of society, including roles, status, clothing, traditions, trade partners and important events.</p> <p>Skill Year 6 Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>God, Gold and Glory</p> <p>P. of Study Breadth History Aims 14 Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Knowledge Year 6 Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such</p>	<p>power; improvements in healthcare; advancements in technologies or exploration.</p> <p>Specific knowledge Year 6 Britain played a key role in the Maafa. Elizabeth I gave John Hawkins permission to become the first British slave trader in 1562, and subsequent monarchs granted control of the British slave trade to private companies. British privateers seized lands in the West Indies from Spain, and Britain built plantations on the islands, which used enslaved workers. In total, Britain transported over 3 million enslaved people across the Atlantic, more than any other country. This trade had many consequences, including human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies.</p> <p>Skill Year 6 Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>Triangular slave trade</p> <p>P. of Study Breadth History Aims 19 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 6 Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p> <p>Specific knowledge Year 6 The triangular slave trade consisted of three journeys. During the first journey, ships loaded with goods in Europe sailed to Africa. The goods were exchanged for enslaved people. During the second journey, or middle passage, ships loaded with enslaved people crossed the Atlantic Ocean and arrived at</p>	<p>past non-European societies; achievements and follies of mankind.</p> <p>Knowledge Year 6 War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Specific knowledge Year 6 The human impact of the triangular slave trade was wide ranging. People were permanently separated from their families and homes when they were captured. People suffered great hardship and even death in coastal forts and during the middle passage. Many enslaved people were treated badly and suffered illness, injury and physical punishments.</p> <p>Skill Year 6 Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Life on a Caribbean plantation</p> <p>P. of Study Breadth History Aims 14 Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Knowledge Year 6 War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Specific knowledge Year 6 Life was very difficult for enslaved people on plantations. Many worked long hours, growing and processing crops like tobacco, cotton and sugar. Living conditions, health and food supplies were poor. Enslaved people were punished by their owners and were</p>	<p>Knowledge Year 6 Different types of bias include political, cultural or racial.</p> <p>Knowledge Year 6 Sources of historical information should be read critically to or disprove a historically valid idea by sifting the report into the historical context in which it was written, understanding the background and ideologies of the writer, creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>Skill Year 6 Identify different types of bias in historical sources and explain the impact that bias. View progression</p> <p>Skill Year 6 Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance</p> <p>Resistance, revolt and refusal</p> <p>P. of Study Breadth History Aims 19 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 6 The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives.</p> <p>Specific knowledge Year 6 Resistance to many forms. Some enslaved people escaped and created independent Maroon communities. Others carried out day to day resistance, like pretending to be ill or damaging machinery. Enslaved people created their own cultural identity and practised religions, such as Obeah, as a way of rejecting European culture and rule. Resistance by enslaved people played a key role in the abolition of slavery.</p>	
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Art						
SCIENCE						
<p>Animals incl. humans:</p> <ul style="list-style-type: none"> The heart and circulatory system (6.1) Diet (6.2) 	<p>The function and parts of the circulatory system. Start the Push Up Challenge. (6.1)</p>	<p>The structure of the heart and its role in blood circulation. (6.1)</p>	<p>Blood and blood vessels. (6.1)</p>	<p>Investigating the effect of exercise on heart rate. (6.1)</p>	<p>Comparing a balanced diet with an unhealthy diet. (6.2)</p>	<p>Investigating how many calories there are in snacks. (6.2)</p>

<p>MUSIC</p> <p>Autumn 1 Hey Mr Miller!</p> <p><i>Hey, Mr Miller</i> is an extremely popular song with three layers in a jazz/swing style. The title and song lyrics refer to the well-known American musician Alton Glenn Miller and his swing band. As well as opportunities to discover and learn about swing-style jazz and some of the most renowned big band leaders of 1930s and 1940s America, the activities in this unit will allow children to explore rhythm work, creating and improvising</p>	<p>Introduction and begin learning <i>Hey, Mr Miller</i>.</p> <ul style="list-style-type: none"> Watch/ listen to In the mood by Glenn Miller, noticing the instruments and how they are played. Embody the rhythms of the solo instruments through movement. Practise looking at and finding information on a score. Learn the first two sections of the song <i>Hey, Mr Miller</i>. 	<p>Learn Section 3 <i>Hey, Mr Miller</i> and find out about swing music.</p> <ul style="list-style-type: none"> Rehearse the tune of Sections 1 and 2 of <i>Hey, Mr Miller</i>. Learn Section 3 and introduce the term 'chromatic'. Learn about the cultural, social, and historical context of swing music. Embody the rhythms of swing music by dancing to audio examples. 	<p>Progression snapshot 1. Make a video recording of children singing.</p> <ul style="list-style-type: none"> Learn the melody of <i>Throw, catch</i>. Learn dance steps to add to the song. Combine singing and dancing. Perform their song for a video recording. 	<p>Learn about scat singing and swing rhythms with Ella Fitzgerald and Duke Ellington.</p> <ul style="list-style-type: none"> Learn the terms 'arpeggio' and 'syncopation' in preparation for the composing activity in Lesson 5. Some pupils might recognise that Section 3 of <i>Hey, Mr Miller</i> is based on an arpeggio. Listen to Ella Fitzgerald and Duke Ellington, learn about scat singing and have a go themselves. Sing rhythmically and with a sense of the style of swing. 	<p>Improvise syncopated melodies using notes of the C major scale.</p> <ul style="list-style-type: none"> Sing and dance to <i>Throw, catch</i> as a physical and vocal warm-up. Practise singing an arpeggio figure to help tune the opening of Section 3 of <i>Hey, Mr Miller</i>. Invent a rhythmic ostinato using word rhythms from the song and layer them up, directed by a conductor. Using the rhythm pattern improvise using a selection of notes from the C major scale. 	<p>Sing and play a class arrangement with a good sense of ensemble.</p> <ul style="list-style-type: none"> Rehearse <i>Hey, Mr Miller</i> in three parts. Practise scat singing with the backing track. Practise improvising on instruments. Create a final arrangement video recording their performance.
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off-beat (syncopated) rhythm patterns and melodies, and develop a polished group performance. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.					• Sing and play <i>Hey, Mr Miller</i> combining the class singing and improvising.	
PE (ML) Autumn 1 Handball	1. Introduce the double dribble rule 2. Recap basic rules including the three 3's 3. Play in a 4 v 4 game scoring points in 1 of 3 goals	1. Introduce the concept of screening 2. Use screening in a conditioned game	1. Identify positions available around the D 2. Explain why it is important to be 'free' to help your teammates attack the goal 3. Play in a game to build an attack	1. Experience a range of contexts in which dribbling occurs 2. Dribble with confidence in isolation 3. Attempt dribbling in various ways in a game situation	1. Work as part of a team to switch from defensive play to attacking 2. Describe the best areas to attack during a counter attack 3. Attempt to attack space when counter-attacking	1. Make choices about which pass to use 2. Explain choice of pass 3. Play in competitive games as part of a team
PE (CT) Autumn 1 Unit 1 Dance	1. Use tension and extension to control body 2. Develop a simple sequence using actions and dynamics 3. Recognise the difference between actions and dynamics	1. Explore space and relationships in dance 2. Develop a movement phrase that incorporates at least two relationships and a spatial element	1. Remember and perform a simple phrase incorporating at least 3 actions 2. Use expression in a dance phrase 3. Develop movement action phrase in a group of 4	1. To develop a dance using an increased range of actions 2. Identify appropriate dynamics and group formations for a Hakka dance performance 3. To perform with consistency throughout	1. To perform some basic street dance skills 2. To develop a short sequence including basic street dance positions 3. Interpret visual stimulus	1. Develop a street dance using relationships in dance 2. Work as part of a pair to compose a street dance performance 3. Perform confidently to peers
Computing Autumn 1 Computing systems and networks - Communication and collaboration In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.	To explain the importance of internet addresses <ul style="list-style-type: none"> I can recognise that data is transferred using agreed methods I can explain that internet devices have addresses I can describe how computers use addresses to access websites 	To recognise how data is transferred across the internet <ul style="list-style-type: none"> I can identify and explain the main parts of a data packet I can explain that data is transferred over networks in packets I can explain that all data transferred over the internet is in packets 	To explain how sharing information online can help people to work together <ul style="list-style-type: none"> I can recognise how to access shared files stored online I can send information over the internet in different ways I can explain that the internet allows different media to be shared 	To evaluate different ways of working together online <ul style="list-style-type: none"> I can identify different ways of working together online I can recognise that working together on the internet can be public or private I can explain how the internet enables effective collaboration 	To recognise how we communicate using technology <ul style="list-style-type: none"> I can explain the different ways in which people communicate I can identify that there are a variety of ways to communicate over the internet I can choose methods of communication to suit particular purposes 	To evaluate different methods of online communication <ul style="list-style-type: none"> I can compare different methods of communicating on the internet I can decide when I should and should not share information online I can explain that communication on the internet may not be private
PSHE						

Note: In the 7th Week an Art Companion Project will be taught over THREE FULL DAYS (No Eng / Maths):

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<p>Autumn</p> <p>This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them.</p> <p>Artists Edmonia Lewis c1844–1907, Henry Ossawa Tanner 1859–1937, Augusta Savage 1892–1962, Gordon Parks 1912–2006, Elizabeth Catlett 1915–2012, Yinka Shonibare 1962–present, Barbara Walker 1964–present, Hurvin Anderson 1965–present and Chris Ofili and Turgo Bastien, both 1968–present.</p>	<p>Exploring Trailblazers P. of Study Art and design 6 Learn about great artists, architects and designers in history.</p> <p>Knowledge Year 6 Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.</p> <p>Specific knowledge Year 6 Significant black artists include Edmonia Lewis c1844–1907, Henry Ossawa Tanner 1859–1937, Augusta Savage 1892–1962, Gordon Parks 1912–2006, Elizabeth Catlett 1915–2012, Yinka Shonibare 1962–present, Barbara Walker 1964–present, Hurvin Anderson 1965–present and Chris Ofili and Turgo Bastien, both 1968–present.</p> <p>Skill Year 6 Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks</p>	<p>Lesson 1: Breaking Barriers P. of Study Art and design 8 Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Knowledge Year 6 A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.</p> <p>Skill Year 6 Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p>	<p>Lesson 2: Critical analysis P. of Study Art and design 6 Learn about great artists, architects and designers in history.</p> <p>Knowledge Year 6 Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</p> <p>Specific knowledge Year 6 Art analysis explores aspects of an artwork, including the people depicted, setting, story, movement, abstraction, use of text, emotional response, the arrangement of objects, the title, dominance, lines and edges, visual language, tonal range, light sources and shadows, colour, texture, space, viewpoint and use of media.</p> <p>Skill Year 6 Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art</p>	<p>Lesson 3: In the style (2 hours) P. of Study Art and design 20 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Knowledge Year 6 Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.</p> <p>Specific knowledge Year 6 Visual elements of an artwork include colour, texture, line, pattern and form.</p> <p>Skill Year 6 Use colour palettes and characteristics of an artistic movement or artist in artwork</p>	<p>Lesson 4: Inspired Artwork (2hrs)</p> <p>P. of Study Art and design 20 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Knowledge Year 6 In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</p> <p>Skill Year 6 Create innovative art that has personal, historic or conceptual meaning.</p>
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AUTUMN 2	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
History	<p>Life after abolition</p> <p>P. of Study Breadth History Aims 14 Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-</p>	<p>Black people in Britain in the 20th Century</p> <p>P. of Study Breadth History Aims 19 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them</p>	<p>Lives of Black people in Britain today</p> <p>P. of Study RHE - Relationships education</p>			

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	<p>European societies; achievements and follies of mankind.</p> <p>Knowledge Year 6 Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Specific knowledge Year 6 Life was difficult for enslaved people after abolition of the slave trade and slavery. They did not receive compensation for their life in enslavement, even though their enslavers were compensated for the loss of their property. Enslaved people had to work as apprentices for their enslavers for four to six years after the abolition of slavery, and they were usually unpaid and badly treated. Emancipated people usually settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora.</p> <p>Skill Year 6 Articulate and present a clear, chronological world history narrative within and across historical periods studied</p> <p>Colonisation of Africa</p> <p>P. of Study Breadth History Aims 1.9 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 6 Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p> <p>Specific knowledge Year 6 In the 1880s, European countries began to colonise Africa in the hope of trading with the continent, taking advantage of Africa's natural resources and building their overseas empires. In 1883, representatives from 14 European countries attended the Berlin West Africa Conference where African lands were divided between the countries who attended. African chiefs signed treaties with the European countries but didn't</p>	<p>to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Knowledge Year 6 The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>Specific knowledge Year 6 Throughout the 20th century, black people from territories in the British Empire were recruited and invited to Britain. Troops came to fight in both World Wars, people of the Windrush generation arrived to help rebuild Britain after the Second World War and nurses were recruited to establish the NHS. Black people who came to live in Britain suffered racial discrimination, and many were treated unfairly.</p> <p>Skill Year 6 Describe the causes and consequences of a significant event in history.</p> <p>Race relations act</p> <p>P. of Study History 6 Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Knowledge Year 6 Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>Specific knowledge Year 6 The Race Relations Act of 1965 is significant because it was the first piece of British legislation that dealt with issues of racism and discrimination. The act banned prejudiced behaviour in public places. Campaign</p>	<p>1 Year 6 Relationships Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>P. of Study PSHE - Relationships</p> <p>1 Year 6 Relationships Learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>1 Year 6 Relationships Learn about discrimination: what it means and how to challenge it.</p> <p>P. of Study PSHE - Living in the wider world</p> <p>1 Year 6 World Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>P. of Study RHE - Health education</p> <p>1 Year 6 Internet Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>1 Year 6 Mental Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Knowledge Year 6 Discrimination is treating someone unfairly on the grounds of their gender, sexual orientation, race or age. Teasing is making fun of or provoking someone. Bullying is hurting or frightening someone over a period of time. Aggressive behaviour is acting in a violent,</p>			
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	<p>know what they meant, so European countries had to fight wars in Africa to claim ownership of the land.</p> <p>Skill Year 6 Present a detailed historical narrative about a significant global event.</p>	<p>groups worked to have other areas of discrimination included in the act and, in 1968, it was made illegal to refuse a person a house, mortgage or job because of their race. The act was eventually replaced by the Equality Act 2010, which covers racial discrimination, but also other kinds of intolerance, such as discrimination against gender, disability, sexual orientation or religion.</p> <p>Skill Year 6 Articulate the significance of a historical person, event, discovery or invention in British history.</p>	<p>angry way towards someone. These actions can come in many forms, such as cyberbullying, prejudice-based language and trolling. People who carry out these acts often have low self esteem and self worth. Victims can suffer long term consequences, such as damage to their physical, mental and emotional health and reputation.</p> <p>Year 6 Life can still be unequal for black people in Britain today. For example, black Caribbean students are three times more likely to be permanently excluded from school than white British students, and black people are 10 times more likely to be stopped and searched by the police than white people.</p> <p>Skill(s) Year 6 Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p>			
<p>Art</p>						
<p>DT Companion Project: Food for Life</p>			<p><u>Exploring processed foods</u></p> <p>P. of Study Design and technology Evaluate 7 Investigate and analyse a range of existing products.</p> <p>Knowledge Year 6 People's lives have been improved in countless ways due to new inventions and designs. For example, the Morrison shelter, designed by John Baker in 1941, was an indoor air-raid shelter used in over half a million homes during the Second World War. It saved the lives of many people caught in bombing raids.</p> <p>Knowledge Year 6 Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money.</p>	<p><u>Comparing processed and homemade bread (2 hours)</u></p> <p>P. of Study Design and technology</p> <p>7 Year 6 Evaluate Investigate and analyse a range of existing products.</p> <p>3 Year 6 Food Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Knowledge Year 6</p> <p>Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money.</p>	<p><u>Whole foods</u></p> <p>P. of Study Design and technology 1 Year 6 Food Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>3 Year 6 Food Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Knowledge Year 6</p> <p>Organic produce is food that has been grown without the use of man-made fertilisers, pesticides, growth regulators or animal feed additives. Organic farmers use crop rotation, animal and plant manures, hand-weeding and biological pest control.</p> <p>Year 6 Ingredients can usually be bought at supermarkets, but specialist shops may stock different items. Greengrocers sell</p>	<p><u>Making a healthy meal & Evaluation in one session</u></p> <p>P. of Study Design and technology Food 3 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Knowledge Year 6 Ingredients can usually be bought at supermarkets, but specialist shops may stock different items. Greengrocers sell fruit and vegetables, butchers sell meat, fishmongers sell fresh fish and delicatessens usually sell some unusual prepared foods, as well as cold meats and cheeses.</p> <p>Specific knowledge Year 6</p> <p>Techniques include preparation techniques, such as chopping, slicing, dicing, kneading and mashing, and cooking techniques,</p>

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			<p>Specific knowledge Year 6 There are different categories of processed foods. Ultra-processed foods have been through significant changes, have added ingredients and often a low nutritional value.</p> <p>Specific knowledge Year 6A processed food is changed during preparation and includes processes, such as cooking, freezing, pasteurising, or the addition of ingredients. Pros of processed foods include convenience and availability. Cons include a lack of nutrients and unhealthy ingredients.</p> <p>Skill Year 6 Analyse how an invention or product has significantly changed or improved people's lives. View progression</p> <p>Skill Year 6 Create a detailed comparative report about two or more products or inventions.</p>	<p>Year 6 Ingredients can usually be bought at supermarkets, but specialist shops may stock different items. Greengrocers sell fruit and vegetables, butchers sell meat, fishmongers sell fresh fish and delicatessens usually sell some unusual prepared foods, as well as cold meats and cheeses.</p> <p>Year 6 Sliced bread is processed. It can contain many more ingredients than homemade bread, including preservatives and artificial ingredients.</p> <p>Year 6 Yeast is a leavening agent that makes bread rise. Kneading is a technique used to make bread dough. Proving means to leave bread dough, which contains yeast, to rise.</p> <p>Skill(s) Year 6 Create a detailed comparative report about two or more products or inventions. View progression</p> <p>Year 6 Follow a recipe that requires a variety of techniques and source the necessary ingredients independently.</p>	<p>fruit and vegetables, butchers sell meat, fishmongers sell fresh fish and delicatessens usually sell some unusual prepared foods, as well as cold meats and cheeses.</p> <p>Year 6A recipe provides information to prepare a dish, including ingredients, quantities and a method. They may also contain nutritional information.</p> <p>Skill(s) Year 6 Explain how organic produce is grown. View progression</p> <p>Year 6 Follow a recipe that requires a variety of techniques and source the necessary ingredients independently</p> <p>Designing a healthy meal</p> <p>P. of Study Design and technology</p> <p>1 Year 6 Food Understand and apply the principles of a healthy and varied diet.</p> <p>P. of Study RHE - Health education</p> <p>4 Year 6 Healthy Know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>1 Year 6 Healthy Know the principles of planning and preparing a range of healthy meals.</p> <p>Knowledge Year 6</p> <p>Eating a balanced diet is a positive lifestyle choice that should be sustained over time. Food that is high in fat, salt or sugar can still be eaten</p>	<p>such as boiling, roasting, frying and baking.</p> <p>Skill Year 6 Follow a recipe that requires a variety of techniques and source the necessary ingredients independently</p> <p>Evaluation</p> <p>P. of Study Design and technology Evaluate B Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Knowledge Year 6 Design is an iterative process, meaning alterations and improvements are made continually throughout the manufacturing process. Evaluating a product while it's being manufactured, and explaining these evaluations to others, can help to refine it.</p> <p>Skill Year 6 Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others.</p>
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					occasionally as part of a balanced diet. Skill(s) Year 6 Plan a healthy daily diet, justifying why each meal contributes towards a balanced diet	
SCIENCE Animals incl. humans: <ul style="list-style-type: none"> Exercise, drugs and lifestyle (6.3) The transport of water and nutrients (6.4) 	Analyse the results of the Push Up Challenge. The difference between cardiovascular and strength exercises. (6.3)	Investigation into stamina (exercise on breathing rate). (6.3)	Lifestyle changes for health. (6.3)	Drugs and medicines and their effects on the body. (6.3)	Demonstrating the function of the kidneys with a model. (6.4)	Investigating osmosis. (6.4)

MUSIC Autumn 2 Shadows This listening unit is based around the piece <i>Shadows</i> by Lindsey Stirling – an American violinist and dancer. As an artist, she creates music that is a fusion of country, electronic dance music (EDM), and rock. There are lots of video examples to watch with focused questions to guide listening and base discussions around. Tokio Myers is also included in this unit as an artist who found fame on the TV programme <i>Britain's Got Talent</i> . He studied classical piano at the Royal College of Music and uses his talents to create music that fuses many different genres. The unit ends with a creative response to music using shadows. Composing for Protest	Who is Lindsey Stirling? <ul style="list-style-type: none"> Explore the influences on Lindsey Stirling by comparing pieces of music from different genres. Identify features of timbre/instrumentation and expression in an extract of recorded music. Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. 	Who is Tokio Myers? <ul style="list-style-type: none"> Explore the influences on an artist. Discuss and plan ideas for a creative response to music. 	Create a response to music using shadows. <ul style="list-style-type: none"> Develop ideas for a creative response to music. Listen to and appraise others' performances. Perform in front of an audience. 	Composing for Protest Protest words <ul style="list-style-type: none"> Learn about the suffragettes and listen to their anthem. Decide on a topic to protest about. Create a set of lyrics. Fit their words/lyrics to a pulse. 	Protest songs <ul style="list-style-type: none"> Create a melody and sing it. Sing with a sense of pulse. 	Protest! <ul style="list-style-type: none"> Structure their musical ideas into a song. Add instruments and possibly an introduction and ending. Perform to an audience.
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English composer Ethel Smyth used music to put across the message of the suffragettes when she wrote their <i>March of the women</i> anthem. In this unit, children will learn how to make their own protest song inspired by Ethel's anthem and the suffragette movement.						
PE (ML) Autumn 2 Football	1. Play as an attacker and a defender 2. Pass to set up another player's shot on goal 3. Run onto the ball to attempt to shoot and score	1. Collaborate with a partner to implement simple defensive principles 2. Aim to deny attackers from moving into space 3. Aim to restrict space attackers have to play in	1. Apply speed and accuracy to a penalty shot 2. Work as a team to attack rebounds from a penalty 3. Explain why certain areas of the goal are better than others to aim for	1. Devise a drill that develops the skill of attacking in pairs 2. Using STEP to teach a skill to another group 3. Apply attacking in pairs skills to a game	1. As a defensive pair, work to close down one attacker 2. Play the role of covering defender 3. Apply defensive positions into a game	1. To work cooperatively to implement attacking and defending strategies 2. Use close control to keep possession of the ball 3. Demonstrate previous skills learnt in games
PE (CT) Autumn 2 Netball	1. Introduce the double bounce rule 2. Recap throwing and catching skills used in netball 3. Play in a 4 v 4 game scoring points in 1 of 3 goals	1. Practise marking the ball for a pass or a shot 2. Umpire the 1m rule for a player marking the ball 3. Play in a game utilising the marking the ball skill	1. Identify positions available around the D 2. Explain why it is important to be 'free' to help your goal shooter and goal attack 3. Play in an attacking game s supporting GS & GA	1. Describe what a rebound is 2. Attempt rebounds as both attacker & defender in practices and competitive games	1. Practise knocking the ball away from your opponent 2. Choose when to catch and when to knock the ball away 3. Explain why you caught the ball or why you knocked it away	1. Make choices about which pass to use 2. Explain why you have used the pass you have 3. Play in competitive games as part of a team
COMPUTING Autumn 2 Creating Media – Web page creation Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	To review an existing website and consider its structure <ul style="list-style-type: none"> I can explore a website I can discuss the different types of media used on websites I know that websites are written in HTML 	To plan the features of a web page <ul style="list-style-type: none"> I can recognise the common features of a web page I can suggest media to include on my page I can draw a web page layout that suits my purpose 	To consider the ownership and use of images (copyright) <ul style="list-style-type: none"> I can say why I should use copyright-free images I can find copyright-free images I can describe what is meant by the term 'fair use' 	To recognise the need to preview pages <ul style="list-style-type: none"> I can add content to my own web page I can preview what my web page looks like I can evaluate what my web page looks like on different devices and suggest/make edits. 	To outline the need for a navigation path <ul style="list-style-type: none"> I can explain what a navigation path is I can describe why navigation paths are useful I can make multiple web pages and link them using hyperlinks 	To recognise the implications of linking to content owned by other people <ul style="list-style-type: none"> I can explain the implication of linking to content owned by others I can create hyperlinks to link to other people's work I can evaluate the user experience of a website
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NOTE: In the 7th Week, a Geography Companion Project will be taught over THREE FULL DAYS:

Features of Earth P.Study Geography Location 5 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the	Using lines of Latitude and Longitude P. Study Geography Fieldwork 1 Use the eight points of a compass, four and six-figure grid references,	Scale and Distance P. Study Geography Fieldwork 2 Use maps, atlases, globes and	Climate Change P.Study Geography Features 6 Describe and understand key aspects of physical geography, including: climate zones,	Trade around the world P.Study Geography Location 1 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,	Analysing road safety data P.Study Geography Fieldwork 4 Use fieldwork to observe, measure, record and present the human and physical
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<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Knowledge Year 6 The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.</p> <p>Specific knowledge Year 6 The Tropic of Cancer and the Tropic of Capricorn are at 23.5° north and south of the equator. The Arctic Circle and Antarctic Circle are 66.5° north and south of the equator.</p> <p>Skill Year 6 Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Time Zones</p> <p>P.Study Geography Location 5 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).</p> <p>Knowledge Year 6 The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole</p>	<p>symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Knowledge Year 6 Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.</p> <p>Skill Year 6 Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p> <p>Using scale on a map</p> <p>P. Study Geography Fieldwork 2 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Knowledge Year 6 Satellite images are photographs of Earth taken by imaging satellites.</p> <p>Specific knowledge Year 6 Maps are smaller than the places they represent, so they have to be drawn to scale. A scale on a map is written as a ratio, for example, 1cm:800km. Small scale maps show larger areas with less detail. Large scale maps show smaller areas with more detail. The scale on a map is used for measuring the size or distance between features.</p> <p>Skill Year 6 Use satellite imaging and maps of different scales to find out geographical information about a place.</p>	<p>digital/computer mapping to locate countries and describe features studied.</p> <p>Knowledge Year 6 Satellite images are photographs of Earth taken by imaging satellites.</p> <p>Specific knowledge Year 6 Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar.</p> <p>Skill Year 6 Use satellite imaging and maps of different scales to find out geographical information about a place.</p> <p>Grid references, contours and symbols</p> <p>P. Study Geography Fieldwork 4 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Knowledge Year 6 A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.</p> <p>Specific knowledge Year 6 A grid reference is a set of numbers that describes a position on a map. Contour lines join points of equal height above sea level and show an area's terrain. Map symbols are pictures or icons that represent physical and human features.</p>	<p>biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 6 Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.</p> <p>Skill Year 6 Explain how climate change affects climate zones and biomes across the world.</p> <p>Climate change, extreme weather and people</p> <p>P. of Study Breadth Geography</p> <p>I Year 6 Aims Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>Year 6 Features Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 6 Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources.</p>	<p>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Knowledge Year 6 North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).</p> <p>Specific knowledge Year 6 Countries worldwide trade with each other. They export and import goods, such as fossil fuels, metal ores and food. Some countries, such as Saudi Arabia, Russia and Iraq, have natural resources to export, such as coal, oil, gas and metal ores. Others, such as North America, Canada and Ukraine, have fertile farmland for growing crops and raising animals. Other countries, such as the United States of America, Mexico, the UK, China and Germany, use natural resources to make products, such as cars and toys, which they export worldwide.</p> <p>Skill Year 6 Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.</p> <p>Natural Resource management</p> <p>P.Study Geography Features 6 Describe and understand 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.</p> <p>Knowledge Year 6 Natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live</p>	<p>features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Knowledge Year 6 Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).</p> <p>Specific knowledge Year 6 Traffic data about road accidents in Great Britain in 2019 show that most fatalities happened on fast rural roads. Most accidents happened on urban roads due to the volume of traffic, but there were fewer deaths. Factors that cause accidents on rural roads are speeding, blind bends, people walking in the road, no cycle lanes and motorcyclists overtaking or having little knowledge of the roads. Urban roads have higher traffic volumes but are usually wider, have fewer bends, cycle lanes and more footpaths, so accidents are less likely to be fatal. Motorways Have the lowest number of accidents in each category.</p> <p>Skill Year 6 Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary</p> <p>Road safety fieldwork</p> <p>P. Study Geography Fieldwork 4 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Knowledge Year 6 Data helps us to understand patterns and trends but sometimes there can be variations due</p>
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<p>that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.</p> <p>Specific knowledge Year 6 Greenwich Mean Time, or GMT, is taken from the Prime Meridian. There are 24 time zones around the world because there are 24 hours in a day. The times are calculated from GMT. Times to the east of the Prime Meridian are ahead of GMT (GMT+), times to the west are behind GMT (GMT-).</p> <p>Skill Year 6 Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p>		<p>Skill Year 6 Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p>	<p>Year 6 Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions.</p> <p>Skill(s) Year 6 Evaluate the extent to which climate and extreme weather affect how people live. View progression</p> <p>Year 6 Describe the physical processes, including weather, that affect two different locations.</p>	<p>and aims to create sustainable ways of using land now and in the future.</p> <p>Skill Year 6 Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.</p>	<p>to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).</p> <p>Skill Year 6 Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.</p>
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