

Connected Curriculum: Year 6

6 Things to do before you leave Year 6	Knowledge I will teach...	Vocabulary	Curriculum	Key Question or Challenge	Outcome
1. Experience Life as an Evacuee	<p>Rationing – what and how did it affect children? The Homefront - what is it ? importance</p> <p>Evacuation – what and how?</p> <p>The bombing of Mbro Station</p> <p>Anne Frank’s Diary</p>	<p>Rationing, Tyrant, Patriotism, evacuation, Blitz</p>	<p>Educational Visit – Ryedale</p> <p>History Focus</p> <p>English – journalism, recount,</p> <p>Global awareness of war – children in war zones</p> <p>Historical enquiry and empathy</p> <p>Texts/ extracts: Anne Frank’s diary, Once, Goodnight Mr Tom, Carrie’s War</p>	<p>How were the children of Middlesbrough affected by WWII?</p>	<p>Design, make and evaluate a shelter</p> <p>Diary/ recount that reflects the experiences of children in War time</p> <p>Reflection on Biography of Anne Frank</p>
2.Create a new species	<p>Instructional writing</p> <p>Effective research methods</p> <p>World Geog – identification of countries/ climates/ environment/ effects of rainfall etc</p> <p>Explorers – why do they have an effect on the identification of new species etc</p> <p>IT - learn how to use Morfo to bring the creature to life</p>	<p>Captivity, rare, extinct, protect, nurture, nutrition, habitat, evolution, inheritance</p> <p>world Geog words: tropics, equator, climate, continent</p> <p>Identified countries for research base on children’s creature</p>	<p>World Geography/ Science focus</p> <p>IT</p> <p>English – instructional, diary, adventure, factual reporting</p> <p>Empathy for animal welfare</p>	<p>What does an animal need/want to survive?</p>	<p>A leaflet of instructions to care for the species</p> <p>Use of IT to animate your species</p> <p>Write with empathy on issues such as captivity/ extinction</p> <p>Sketch work on created species</p> <p>Adventure writing</p>
3.Design and Make a rocket	<p>Teach forces around how the rocket works</p> <p>Design, Plan evaluate model</p>	<p>Forces</p> <p>Trajectory</p> <p>Fair testing</p>	<p>DT</p> <p>Science</p> <p>PSHCEE - Working as a team</p>	<p>How can you turn a plastic bottle into a rocket?</p>	<p>Design, make and fire a rocket - record on video</p> <p>Collect and analyse results</p>

	<p>Scientific testing, recording and evaluation</p> <p>Group work skills</p>	<p>Mean average</p> <p>Streamline</p> <p>Air resistance</p> <p>Thrust</p>	Using recycled materials	What adaptations can you make to your rocket to make it fly further?	<p>Suggest modifications for further success</p> <p>Be the best and represent school at the MAT rocket competition</p>
4.Survive the great outdoors – part II	<p>Teach map skills – using an O/S map - keys, symbols and grid references</p> <p>Bush craft skills</p> <p>Orienteering</p> <p>Food and nutrition in the outdoors</p> <p>Having the right equipment</p>	<p>Ordinance survey</p> <p>Physical geography</p> <p>Nutrition</p> <p>Resilience</p> <p>Team work</p>	<p>Outdoor Education</p> <p>Geography</p> <p>PHSCHEE – resilience, teamwork, listening</p> <p>Text/ Extract : My side of the mountain</p>	Can you show independence and resilience to complete the outdoor challenge and stay 3 nights away from home, including a wild camp?	<p>Show bushcraft skills on the residential</p> <p>Have mastered map skills</p> <p>Reflect back on your experiences and know what they have taught you about yourself</p>
5.First step on the career ladder	<p>Recognise own skills</p> <p>Set achievable but challenging targets and goals</p> <p>Teach letter writing for job applications</p> <p>Recognise and evaluate qualities in yourself</p>	<p>Unique</p> <p>Career</p> <p>Aspiration</p> <p>Reference</p>	<p>PHSCE</p> <p>English</p> <p>Speaking and listening</p>	What skills do you have that can make a difference to others and contribute to our school life?	<p>CV</p> <p>Letter of application</p> <p>A job in school</p> <p>Reflection on goals and achievement</p>

6.The performance	<p>Singing as a group</p> <p>Speaking in front of an audience</p> <p>Performance skills</p>	Team work, confidence, resilience, support, audience	<p>Music</p> <p>Drama</p> <p>Speaking and Listening</p>	Can you work as a team to put on a performance for parents and carers at the end of your time at Normanby Primary School?	<p>A successful performance at the end of the year</p> <p>Sing with a good quality of sound together as a group</p> <p>Speak in front of an audience</p> <p>Know the value of your contribution</p>
<p>Significant connected curriculum context</p> <p>The Monarchy</p>	<p>Teach</p> <p>Henry VIII – significant facts</p> <p>The British Monarchy</p> <p>How the power of the monarchy has changed over time</p> <p>Sketching skills for portarait work – self and others with emotion</p> <p>Significant portrait artists - styles</p>	British Monarchy, democracy, Tyrant , Leader, constitution, Parliament	<p>History</p> <p>Art</p> <p>English</p>	<p>What makes a leader?</p> <p>Was Henry VIII an effective Monarch?</p>	<p>Portraits – use of different media</p> <p>Balanced discussion speaking and listening and written task</p> <p>IT research</p> <p>Can name significant Kings and Queens of England</p>

<p>Charity</p> <p>The Meserani Project – Educating Africa’s children</p>	<p>Why charity is an important aspect of our society?</p> <p>RRSA</p> <p>Facts about Tanzania</p> <p>A day in the life of...</p> <p>Share conditions of school children</p>	<p>Global citizen</p> <p>Charity</p> <p>Empathy</p>	<p>Inspirational people:</p> <p>Read excerpts from</p> <p>Text/extract: I am Malala: How I girl stood up for education and changed the world?</p> <p>Poetry – Benjamin Zephania</p>	<p>Does every child in the world have the right to Education?</p>	<p>Been involved in a fundraising project</p> <p>Reflect on RRSA work from a Global perspective</p> <p>Be able to share with others what their contribution has been and why it is important?</p>
--	---	---	---	---	---