

Geography

- Use 6 figure grid references
- Use the 8 points of a compass
- Describe what a volcano / earthquake / tsunami is
- Locate areas of the world which are prone to volcanoes / earthquakes and tsunamis
- Explore the Ring of Fire
- Compare and contrast the areas of the world where natural disasters occur
- Interpret geographical information
- Use appropriate geographical terminology
- Ask geographical questions about natural disasters and find out the answers
- Analyse evidence and come to conclusions
- Carry out independent research about disasters
- Use primary and secondary sources of evidence

History

- Order events from the Titanic story chronologically
- Use a range of sources to research into the Titanic (internet, textbooks, recounts, photographs, artefacts, etc)
- Evaluate a source's reliability, taking into account personal views and bias
- Understand other events that occurred at the same time as the sinking of the Titanic
- Discuss how the Titanic influenced change
- Show empathy towards the people involved in the sinking of the Titanic
- Communicate knowledge and understanding about the Titanic in a range of ways

By the end of the topic, our children will be able to... (Steps needed to reach end point)

Computing

Blogging – Identify the purpose of writing a blog. Plan the theme and content for a blog. Consider the effect of changing visual appearances to an audience. Understand the importance of regularly updating a blog. Understand how to contribute to a blog. Understand how and why blog posts need approval from a teacher.

Quizzing – create a picture-based quiz for children. Learn how to use question types in 2Quiz. Explore grammar quizzes. Make a quiz that requires the player to search a database.



Disasters

Year 6 Spring term

Music

- Perform rhythmical and melodic patterns on a variety of percussion instruments.
- Confidently, read and play simple musical notation represented on a musical stave.
- Play and perform with accuracy, fluency, control and expression both as a soloist and as part of an ensemble.
- Participate in improvisation sessions with confidence.
- Be able to read simple musical notation on a musical stave. E.g. FACE EGBDF
- Be able to compose simple melodies using combinations of all the notes.
- Be able to follow simple musical notation when playing as part of an ensemble.

Art/DT

- Compare the work of Francis Davis-Millet to Picasso and express a preference
- Use a piece of music as a stimulus for artwork, using colour to reflect mood
- To use perspective to draw a landscape which includes a volcano, demonstrating awareness and understanding of scale, composition and proportion.
- Exploring the texture of paint by thickening it and watering it down to produce a volcanic eruption painting
- To complete market research before designing a boat
- To test out different materials for their suitability
- To use a range of tools to join their materials together
- To take on board advice from their peers about their design
- To evaluate their designs effectively

Literacy

- Unpick the features of a newspaper report / persuasive advert / piece of descriptive writing / non-chronological report / balanced argument
- Use facts learnt about the Titanic to inform the reader
- Use cohesive devices to make their writing flow
- Edit and redraft their writing, checking for errors in spelling, punctuation and grammar
- Use a range of persuasive features appropriately
- Consider both sides of an argument and come to an informed conclusion
- Understand the difference between direct and reported speech
- Write in the style of Michael Morpurgo, thinking about characters' personalities, colloquialisms and mannerisms.
- Use imagery, the 5 senses and vivid descriptive language to entertain the reader
- Write in a concise manner, considering word choice carefully
- Choose the level of formality that is best suited to the genre.

Science

- Identify air resistance and the effect it has on objects / people
- Identify water resistance and the effect it has on objects / people
- Identify that friction acts between moving surfaces
- Recognise that gears, levers and pulleys allow a smaller force to have a greater effect
- Test which materials are most useful to keep a boat afloat.