

Year 6 Unit Plan: How does change affect us all? (7 weeks) *inc. Our Diverse Heritage (3 days)



ROWLATTS MEAD
PRIMARY ACADEMY

Intent:	To understand where we began on universal and personal scale. To promote a healthy lifestyle both emotionally and physically- internally and externally. To celebrate and support transition, change and next steps.	
Starter:	Heritage Box.	
Core Texts:	Amazing Evolution, On the Origin of Species.	
Key Concepts:	Heritage, transition, change, humanity, choices, curiosity,	
Outcome Pieces:	Present on Stage, Double Page Spread.	
Enrichment:	Lambing Live.	
Subject Area:	Statements:	Key Vocabulary:
Science	<ul style="list-style-type: none"> • Can I describe the ways in which nutrients and water are transported within animals, including humans? • Can I identify and name the main parts of the human circulatory system? • Can I describe the functions of the heart, blood vessels and blood? • Can I recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? • Do I know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply? • Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent? • Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? • Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago? • Can I study a significant scientist? (Charles Darwin) 	<p>Circulatory system, Organ, Nutrient Blood vessels, Lifestyle, Transported Impact, Heart, Heartbeat Capillary walls, Platelets, Blood Exercise, Drugs, alcohol, diet, legal, illegal, evolve, Inherit, Benefit, Adaptation, Inheritance, Offspring Environment, Gender, Gene Natural selection, Fossils,</p> <p>Tundra, rain forest, forest, savannah, desert, polar desert, temperate, polar, tropical</p>
	<p>National Curriculum:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • describe the ways in which nutrients and water are transported within animals, including humans. • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	
Geography		
	National Curriculum:	
History		



	National Curriculum:	
Design Technology		
	National Curriculum:	
Art	<ul style="list-style-type: none"> • Can I create my own self portrait? • Can I evaluate my piece of artwork? • Can I draw the heart? • Can I develop my drawing? • Can I refine my artwork? 	Line, tone, shade.
	National Curriculum:	Pupils should be taught: <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas. • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
Music		
	National Curriculum:	
PSHE/RSE	<ul style="list-style-type: none"> • Can I understand what heritage is? • Can I understand that there are different families with the same love? • Can I show my own family make up with a family tree? • Can I understand different cultures and traditions from the world and our Year group? • Can I recognise and challenge stereotypes? • Can I understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability? • Can I stand by my beliefs? 	Drugs, alcohol, consequences, conflict, resolution, negotiation, compromise, stereotypes, marriage, civil partnerships
	National Curriculum:	See PSHE Subject Leader Document.
Religious Studies		
	National Curriculum:	
Computing	<ul style="list-style-type: none"> • Can I understand how to use a computer e.g. using shortcuts, saving files in folders and using a keyboard? • Can I choose copyright free images and audio and understand why this is important? • Can I develop my understanding of online safety and laws? • Can I create a strong password and gamer tag? <p>E-Safety – Project Evolve Strand 1 – Self Image and Identity Strand 2 – Online Relationships See Project Evolve Document.</p>	Short cut, save, folder, copyright, images, phishing, grooming, digital footprint, social media, consent, age restrictions Search, search engine, Google, Bing, Yahoo!, Swisscows, DuckDuckGo, refine Index, crawler, bot, search engine Ranking, search engine, search engine optimisation, links, web crawlers Searching, search engine, web crawler, content creator, selection, ranking Communication, internet



	NCEE Unit 1: Internet Communication		Communication, public, private, one-way, two-way, one-to-one, one-to-many, SMS, email, WhatsApp, blog, YouTube, Twitter, BBC Newsround
	To identify how to use a search engine To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom To recognise how we communicate using technology To evaluate different methods of online communication		
	National Curriculum:	<i>Pupils are taught to:</i> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	

Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
Welcome	Can I understand what Year 6 will be like?	Rules, expectations, general layout	
1. PSHE	Can I understand what heritage is?	Explore a range of different physical resources, food etc... Sort these into the different cultures you think they are from.	
2. PSHE	Can I understand my own heritage?	M for Melanin- discussion around this and floor book work looking at identity and how you would feel if this was taken away.	



		<p>Links to racism- why should we celebrate black community and culture.</p> <p>World map showing where the children come from with their faces connected.</p> <p>Flags and interesting fact about the country- flag flap.</p>	
3. Art	<p>Can I create my own self portrait? Can I evaluate my piece of artwork?</p>	<p>Break down the way in which you should create a pencil sketch.</p> <p>Understand the way to draw human features and bring them together into a portrait.</p> <p>What do you like about yourself now you have done your portrait? Give yourself a compliment.</p> <p>Would you change the way you look if you could?</p> <p>Where do you think you get your features from?</p> <p>Compare yourself to your siblings.</p>	
4. PSHE	<p>Can I understand that there are different families with the same love?</p>	<p>Tango makes three.</p> <p>Explore a range of different family layouts and makeups.</p> <p>Floor book- draw and label a different family make up.</p>	
5. PSHE	<p>Can I show my own family make up with a family tree?</p>	<p>Discuss and explore all of the different families.</p> <p>Children create their own family tree.</p> <p>Stick pictures on or draw etc...</p> <p>How has your family shaped you? What influences have they had on you? Have you ever been labelled by the behaviour of your siblings?</p> <p>Aspirations- has your family made you want to do something with your life? What would you want to do in your life? Pressures from our family and how these shape us.</p>	

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6. PSHE	Can I understand different cultures and traditions from the world and our Year group?	<p>The Rainbow tulip.</p> <p>LYFTA</p> <p>YouTube videos</p> <p>Interview with a parent- children video their culture in the home and ask questions of their parents to build community links and understanding.</p>	
7. PSHE	<p>Can I recognise and challenge stereotypes?</p> <p>Can I understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability?</p>	<p>Discussion</p> <p>Understanding what a stereotype is- what makes a boy? What makes a girl?</p> <p>Discuss words- like terrorist what does this look like? Gay what does this look like? Charity worker, scientist, athlete, dancer, doctor, footballer, business person, criminal, CEO, Match the different words to the pictures.</p> <p>Discussing the '10' different people and who you want to visit our school and why. Reveal that they are actually 5 and discuss the impact of this.</p> <p>Give different examples as well to support these pairings eg Zayn Malik- a Muslim pop star.</p>	Diversity. Prejudice, empathy
8. Science	<p>Can I describe the ways in which nutrients and water are transported within animals, including humans?</p> <p>Can I identify and name the main parts of the human circulatory system?</p> <p>Can I describe the functions of the heart, blood vessels and blood?</p>	<p>Heart explanation</p> <p>Making blood</p> <p>Double page spread on the circulatory system</p>	Curiosity,
9. Art	<p>Can I draw the heart?</p> <p>Can I develop my drawing?</p> <p>Can I refine my artwork?</p>	<p>Sketch Book</p> <p>Anatomical drawing with the nice arty stuff coming out- flowers etc...</p>	curiosity, reflection
10. Science/PSHE	<p>Can I recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?</p> <p>Do I know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply?</p>	Work around the three stations of teachers to look at the key areas.	Choices, impact, curiosity, law

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		Resources- not into too many specifics with drugs- harmful and helpful. What taking drugs does to you- shock images! Leaflet on a healthy lifestyle	
11. Science	Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent?	Analysing their own features from their parents Mr Potato head Mr Men and Little Miss	Change, curiosity
12. Science	Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? DARWIN'S FINCHES	Twitter Top Trumps Dogs Match animals and plants to environment and design own 'survivor' Physical activities with the different beaks. Finches joke	Diversity, curiosity
13. Science	Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago?	Double page spread Evolution of whales	change, curiosity
14. Science	Can I study a significant scientist? (Charles Darwin)	The scientific process. The journey of Charles Darwin- what he went through and the backlash from this. How he was working scientifically when on board the HMS Beagle. How it links to the work of scientists now.	change, curiosity
15. PSHE	Can I stand by my beliefs?	Being brave to believe in your own ideas and stand by them to explore them. Discussion- floor book.	
16. Spoken language	Can I prepare a presentation?	PowerPoint skills on how to create an effective presentation- not too much info on slides. Learning how to make notes effective for note cards.	
17. Spoken Language	Can I present my heritage?	2 minute presentations from each child.	