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| **Project Plan**  Term – Geography Focus 2019/2020 Year Group 6 | | | | |
|  | **FRAMING THE PROJECT- MAKING THE PROJECT MEANINGFUL** | | | |
| **DISCOVER**  Geography | **Topic Focus**  **Concept and Questions** | **Book/s used (link to concept) :** | **DRIVER REMINDER:** | **LEARNING BEHAVIOUR**  **REMINDER** |
| Project Focus:  **Geography**  Concept:  **Common Good**  **Media**  **Sustainability**  Wider Thinking Question:  **How is the Earths Health critical to our future?** | **Primary Text:**   * Trash (Andy Mulligan)   + Balanced Argument (Literacy)   **Additional Texts:**   1. Tin Forrest 2. Greta’s Story 3. Aesop’s Fables | ***WHOLE SCHOOL NO NEED TO CHANGE*** | ***WHOLE SCHOOL NO NEED TO CHANGE*** |
| **Engage opportunities** | **Enrichment:** | |
| Building a Favela Town, Dressing up in colours of South American Countries Flag & Tasting Food | TBC | |
| **Outcome/ Purpose** | | |
| Peaceful protest | | |
| **FOCUS** | | | |
| **Primary Subject: Geography** | **Knowledge and Skills** | | |
|  | * Collect and analyse statistics and other information in order to draw clear conclusions about locations. * Identify and describe how the physical features affect the human activity within a location. * Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. * Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map). * Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. * Name and locate the countries of North and South America and identify their main physical and human characteristics. * Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). * Understand some of the reasons for geographical similarities and differences between countries. * Describe how locations around the world are changing and explain some of the reasons for change. * Describe geographical diversity across the world. * Describe how countries and geographical regions are interconnected and interdependent. * Describe and understand key aspects of: 1) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. 2) human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. * Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). | | |
| **ENHANCEMENT** | | | |
| **Other Subjects** | **Knowledge and Skills** | | |
| DT (Food) | • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).  • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.  • Demonstrate a range of baking and cooking techniques.  • Create and refine recipes, including ingredients, methods, cooking times and temperatures. | | |
| Art (Painting and Collage) | • Sketch (lightly) before painting to combine line and colour.  • Create a colour palette based upon colours observed in the natural or built world.  • Use the qualities of watercolour and acrylic paints to create visually interesting pieces.  • Combine colours, tones and tints to enhance the mood of a piece.  • Use brush techniques and the qualities of paint to create texture.  • Develop a personal style of painting, drawing upon ideas from other artists.  • Mix textures (rough and smooth, plain and patterned).  • Combine visual and tactile qualities.  • Use ceramic mosaic materials and techniques. | | |

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| **Subject Areas to be taught discreetly** | **Knowledge and Skills (within Milestone)** |
| Science (Evolution and Inheritance) | • Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.  • Give reasons for classifying plants and animals based on specific characteristics. |
| PHSE (As per plan) |  |
| PE (As per plan) |  |
| ICT (As per plan) |  |
| Music (As per plan) |  |