

Discover



**Title: Greatest Inventors of the North**

**Topic Description:** Go back in time to discover some of the North East’s greatest inventors that have changed the world. Learn about how one of the North-East’s most famous sons changed the world of travel and transport forever, making it possible to live away from where you work and to explore beyond your local area. Find out about the famous rivalry between a Geordie and an American that led to the development of one of the most important inventions of the 19<sup>th</sup> Century, leading to untold wealth for one of them, and disappointment for the other. From steam engines to light bulbs, energy drinks to the Geordie lamp the North East is the home of some of the greatest inventions in the world!

Year Group: 6  
Term: Autumn Term 1

**History Objectives:**  
A local history study  
Historical Study  
Use the internet for research  
Devise historically valid questions about change, cause, similarity and difference  
Interpret the past using a range of concepts and ideas  
Knowledge  
Organise a series of relevant historical information, and check this for accuracy  
Chronology And Change  
Speculate how present events and actions might be seen and judged in the future  
Speculate – what if?

**Curriculum Links:**  
Computing- Use powerpoint to design and create an interactive timeline showing North-East Inventions  
Science – Understand how scientific ideas changed over time, for example during invention of the lightbulb and the invention of railways

**End points**  
Use a knowledge organiser to retrieve and record facts about a range of North-East inventions and inventors from 1700 to the present day.  
Use information from a range of sources when writing about North-East inventions.  
Write a detailed report about one of the inventions studied, with facts about the inventor and the era they lived in, the

**Core Skills**  
- To ask questions to extend thinking (creative thinking)  
- To read and communicate ideas in writing efficiently and effectively (basic skills)

**EAL**  
Key images: Pictures of selected inventions, pictures of inventors, maps to locate places mentioned  
Key experiences: Visit to Discovery Museum to see artefacts and models of Big 5 north-east inventions. Make our own invention to solve a problem in the world today.  
Key vocabulary including words for green screens: invention, inventor, deliberate, accidental, era, epoch, age, device, machine, cog, wheel, clockwork, engine, steam, benefit, negative, locomotive, system, collaboration, design, cause, consequence, modern, historical, train, lightbulb, match, millennium, windscreen wiper, monument, hydraulics, crane, result  
Key questions/sentence stems:

**Sustainability**  
Light bulb was it good or bad invention for the environment?  
Steam engines- What was the impact?  
**PHSE**  
That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

	<p>events that led to the creation of the invention and the changes that happened as a result of the invention          (Explain the causes that led to the creation of several North-East inventions)          (Speculate about what would have happened if an invention had not been invented)</p>	<p>The _____ was invented by _____ in _____.          A benefit of _____ was _____          A negative of _____ was _____</p>	
		<p><b>Drama</b>          Hot seating- Inventors- Why did you invent it? Everyday people- What they thought?          How did it v impact on their lives.</p>	<p><b>The World of Work/Enterprise</b>          How innovation brought jobs and wealth to the North East?          Look at how work places have changed.</p>

Discover



**Title: Invasion- Vikings**

Topic Description: Over 1000 years ago, the skies turned black as Viking Long ship appeared on the horizon on the tranquil shores of Anglo-Saxon Britain. A dreadful hoard of warriors stormed the beaches bringing death and misery to all they encountered.... Or did they?

Learn about what life was like for people living in Great Britain before and after the Viking raids. How did the Vikings change Great Britain?

Were they really as terrible as we were led to believe?

In this unit you learn both sides of the story and understand that things are not always as they appear....

Year Group: 6  
Term: Autumn Term 2

**History Objectives:**

Historical Study  
Identify differences between different versions of the past  
Make conclusions with evidence as to the most likely version of events  
Understand the role of opinion and propaganda  
Historical Knowledge  
Adapt their ideas and viewpoints as new information arises  
Speculate and hypothesise about the past, formulating their own theories about reasons for change  
Chronology And Change  
Note connections, contrasts and trends over time

**Curriculum Links:**

Geography  
Use and draw maps with a simple key to show Viking Raids on Britain.  
Computing  
Design, write and debug programs in Scratch to create a Viking themed animation and game.

**Core Skills**

To ask questions to extend thinking (creative thinking)  
To read and communicate ideas in writing efficiently and effectively (basic skills)

**EAL**

Key images: images of masks from around the world, map of the world.  
Key experiences: Visit from a Viking theatre group to experience Viking life.  
Key vocabulary including words for green screens: long boat, invasion, settlement, Viking, shield, thatched houses, monk, slaves, monastery, gods, warrior, runes, swords, spears, axes, helmet, Norse, craftsmen, chieftan, figure head, Scandanavia, seafaring, tunic

Key questions/Sentence stems:  
Vikings wore...  
Vikings invading Britain because....  
Vikings used...

**Sustainability**

Vikings and the environment  
Viking houses- Comparing house building methods to modern day.

**PHSE**

What being part of a community means and the varied institutions that support locally and nationally.  
(Monastery community/ Salvation Army)  
Consider lives of people living in other places, and people with different values and customs.  
(Comparing Viking/Anglo-Saxons conflict – Extremism in modern society)

		<p><b>Drama</b>  Re-enact the Viking invasion  Hot seating- Historical personalities/  Everyday people</p>	
	<p><b>End Points</b>  Place the events of the Viking era accurately on a timeline to demonstrate their understanding of chronology.</p> <p>Write a newspaper report to demonstrate their understanding of key events in the Viking raids on Lindisfarne.</p> <p>Select and combine information from written and archaeological sources to create a mini museum of artefacts and paintings.</p> <p>Create a reading journal exploring aspects of Viking life, comparing life in Lindisfarne, Jorvick and Viking Homelands.</p> <p>(Create a fact file exploring the Vikings legacy comparing aspects of Viking Britain and society today)</p>		<p><b>The World of Work/Enterprise</b>  Viking Job application  Archaeologist- What do they do?  Monk- what did they do?</p>

## EXPLORE



### Title: Pole to Pole

Topic Description: Explore the harshest and most unforgiving conditions on the planet. Experience the extreme cold, treacherous ice and frequent blizzards that make the polar regions such a hostile environment. Learn about how the indigenous inhabitants survive and make this hazardous local their home and discover the traditions, culture and lifestyle of unique groups of people. For explorers, an expedition to the poles- the world's most southerly and northerly points- are the ultimate challenge. Find out how remarkable individuals have learned to acclimatise and prepare for the extremities and potential dangers that await them. Enjoy the beauty of the Aurora Borealis and understand this amazing phenomena. Finally, everyday this harsh but beautiful landscape is slowly shrinking thanks to human kind's irresponsible actions towards climate change. How can we make a difference?

Year Group: 6  
Term: Spring 1

#### Geography Objectives:

Suggest relevant issues for further study.  
Collect statistics about people and places, and set up a database from fieldwork or research.  
Analyse data – e.g. population data - using similarity and difference.  
Use 6 figure grid references.  
Work out a journey time, using their knowledge of time zones.  
Recognise dependent links and relationships in both human and physical geography.  
Make a plausible case for environmental change.

#### Curriculum Links:

##### Art

Use other cultures and times as a stimulus  
Experiment with the styles of different artists  
Combine a range of colours, tints and shades.

##### History

Describe how some things from the past affect life today.  
Describe the main changes in a period of history, from several perceptions – e.g. political, cultural.

##### Computing

Use safety guidelines to conduct research into the lives of Inuit people online.

#### Core Skills

To show commitment and perseverance.  
To use new technologies confidently and purposefully.  
To overcome barriers by trying out alternatives or new solutions

#### EAL

Key images: images of the Arctic and Antarctic on a globe and in relation to the UK / images of Inuit people and key items and animals from both poles.  
Key experiences: meet a real life explorer, examine some clothes which would be worn during an expedition and sample some food.  
Key vocabulary including words for green screens: snowflake, Inuit, Arctic fox, skis,

#### Sustainability

What is happening to the polar regions?  
What is global warming?  
How are humans' actions affecting the Arctic and Antarctic?  
How can I make the biggest difference?

#### PHSE

To consider the lives of people living in other places, and people with different values and customs. (Inuit life)  
To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. (Climate change)

	<p><b>End points</b>  Write about the impact of climate change on different areas.  Write a report about Inuit life, considering how the climate has contributed to their way of life.  Use the internet, books and fieldwork to create a fact file about different climates.  Plan an expedition to the Arctic or the Antarctic considering time zones, distance, climate and geographical features.  Create climate maps to show the different climate around the world.  (Make graphs from climate information)</p>	<p>glacier, sled, snowmobile, Arctic hare, reindeer, iceberg, Northern lights, polar bear, walrus, husky, igloo, cold, South Pole, North Pole, Arctic Circle, Antarctic Circle, penguin, sea lion, seal, snow, climate, sea levels, change, difference, environment, conditions</p> <p>Key questions/Sentence stems:  In the Arctic you will see...  In the Antarctic you will see...  The climate in the Arctic is...  The climate in the Antarctic is...  The regions are similar because...  The regions are different because...  This is similar to / different to our climate because...</p>	<p><b>The World of Work/Enterprise</b>  Arctic Explorers - How do you prepare for an expedition? What does it entail?  Scientists - Why are they important to polar regions? What do they do there?</p>
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**EXPLORE**



**Title: Chocolate – Bean to bar**

**Topic Description:**

Develop a deeper understanding of everyone’s favourite sweet treat – chocolate. This half term, year 6 children will be learning about how chocolate is grown, harvested, manufactured and transported to the local shops in the UK. Spend some time comparing the magnificent chocolate bean farms in South America and Africa and comparing these warm and wonderful climates to our own in the North-East. Explore the different climates and which foods are produced best and where – why is it that chocolate beans are not grown in the UK? Learn about the environmental and human impact of growing chocolate through an investigation into fair trade. Also find out what happens to chocolate beans as they reach the UK. Where do they go? How are they turned into different types of chocolate? How do they then reach our local supermarkets? There is so much to discover.

Year Group: 6  
Term: Spring 2

**Geography Objectives:**  
Carefully select sources of evidence, and sift information

Speculate and hypothesise about what is found

Suggest plausible conclusions, and back up with evidence

Use a compass to follow a route

Suggest how human activities can cause changes to environment and to the different views people hold

Interpret other people’s arguments for change, analysing and evaluating their viewpoints

**Curriculum Links:**

**DT**  
Use proportions when cooking, by doubling and halving recipes.

Meet an identified need by selecting ingredients or materials.

Plan the order of work by thinking ahead.

**History**  
Identify changes across periods of times, using chronological links.

**Computing**  
Safely use search engines to research how chocolate goes from bean to bar.

**Topic end points**  
Write an information leaflet explaining what trading is, including imports and exports, and name countries which the UK exports and imports goods to.

Use atlases to draw maps locating chocolate farms around the world.  
Write a report explaining what fair trade means and list products that are fairly traded.

**Core Skills**

To ask questions to extend thinking

To connect ideas and experiences in inventive ways

To read and communicate ideas in writing efficiently and effectively

**EAL**  
Key images: Maps of the world, images of chocolate and chocolate farms, images/videos of chocolate making.  
Key experiences: Visit to Davenports Chocolate factory, opportunities to make our own chocolate.  
Key vocabulary, including words for green screens: Chocolate, cocoa, bean, bar, trade, environment, climate, longitude, latitude, equator, hemisphere, continent, sustainability, harvest, fermentation, drying, roasting, winnowing, grinding, conching, tempering.  
Key questions/Sentence stem:

Chocolate can grow in...

Chocolate is made by...

Fair trade means...

**Sustainability**  
Explore the role that minimising packaging materials and using recyclable resources can have on the environment.

**PHSE**  
To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.

**The World of Work/Enterprise**  
Davenports Chocolate Factory – a chance to explore how chocolate is sourced and produced. Where do cocoa beans come from? How is chocolate made?

	<p>Write a report comparing how trading took place in the past and how it takes place now.</p> <p>(Explain in your information leaflet why countries need to import goods based on their climate and landscape.)</p> <p>(Research and use knowledge of the issues linked to fair trading, looking at multinational companies and local trade.)</p>		

<p>CREATE</p> 	<p><b>Title: Take one Picture</b></p> <p><b>Topic Description:</b></p> <p>‘I am a messenger who will bring back word from the men who are fighting to those who want the war to go on for ever,’ wrote Paul Nash, an artist commissioned to document the First World War. Through an exploration of the artwork of Paul Nash, we will gain an understanding of what the First World War was like, both for those fighting and for those left at home. We will chronicle the key events and find answers to questions about causes and effects. Selected works of art will help us to develop our own artistic talents, with a focus on colour, line and perspective. We will gain an understanding of abstract art; why artists may choose this medium as a tool for expressing strong emotions.</p>		
<p>Year Group: Year 6 Term: Summer 1</p>			
<p><b>Art/DT Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use inspiration from other cultures</li> <li>• Experiment with combinations of materials and techniques</li> <li>• Keep and use detailed notes in sketch book</li> <li>• Make specific decisions about using different visual and tactile effects towards an end point</li> <li>• Refine their work, often with several adaptations, to move towards an end point</li> <li>• Choose to use a limited range of colour to produce a chosen effect</li> <li>• Begin to use perspective in both abstract and real life art</li> </ul>	<p><b>Curriculum Links:</b></p> <p>Music: Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</p> <p>History: Devise historically valid questions about change, cause, similarity and difference</p> <p>Use a timeline to place events, periods and cultural movements</p> <p>Begin to identify causal factors in change</p> <p><u>Computing:</u></p> <p>Recreate pieces of art using photo manipulation software and art packages.</p>	<p><b>Core Skills:</b></p> <p>Participating in discussions, performing to an audience, Team work, patience and resilience.</p> <p><b>EAL:</b></p> <p><u>Key images:</u> Artwork by Paul Nash, images from the First World War.</p> <p><u>Key experiences:</u> Visit Laing art gallery to look at art work. Opportunity for children to make their own artwork based on Paul Nash’s work.</p> <p><u>Key vocabulary including words for green screens:</u> landscape, gnarled, eerie, undulate, abstract, surrealism, emotion, shape, colour, mood, tone, perspective, empire, soldier, document, trenches, victory, allies, barrage, invasion. Dual language captions.</p> <p><u>Key questions/Sentence stems:</u></p> <p>I chose to use... because...</p> <p>It makes me feel....</p> <p>It makes me think... because</p> <p>I like/dislike... because</p>	<p><b>Sustainability:</b></p> <p>The impact of war on the environment.</p> <p><b>PHSE:</b></p> <p>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>

		<p><b>Drama:</b> Pupils to take on the roles of different characters from the 1<sup>st</sup> World War to gain a deeper understanding of motivations and effects.</p>	<p><b>The World of Work/Enterprise:</b> Children will look at the work of war artists and photographers and to understand their role in a democracy.</p>
	<p><b>End Points</b> Research the artwork of Paul Nash and record ideas in a visual fact file Use colour theory to paint reproductions of simple images Use observational drawing and single point perspective to sketch our local environment Create a mood board exploring colour, pattern and texture to create given atmosphere/mood Make a painting of our local area, evoking a given mood. As a class, compare and comment on the approaches of our work, linking to the mood the artist was trying to convey, and adapting or improving work. (Use mixed media in final piece of work)</p>		

	<p><b>Title: Cars!</b></p> <p><b>Topic Description:</b></p> <p>Inspired by Nissan’s innovation for electric cars of the future, students will become the designers and engineers of the future. Through a visit to the Nissan car plant in Sunderland, we will learn about car production, design and manufacturing through an interactive workshop experience. This will be the catalyst to design and build our own electric cars using our design technology skills. We will discover the impact diesel and petrol cars can have on the impact and the importance of electric car technology to reduce the impact cars have on both our health and environment. Pupils will learn to document their design and build through information technology.</p>		
<p>Year Group: Year 6 Term: Summer 2</p>			
<p><b>Art/DT Objectives:</b></p> <ul style="list-style-type: none"> <li>• Be aware of commercial aspects and incorporate these into their designs</li> <li>• Use their knowledge of –e.g.- science and art when designing</li> <li>• Make more complex designs to include belts and pulleys, and a combination of other mechanisms and understanding of axles.</li> <li>• Use various sources of information and draw on them in design</li> <li>• Understand how an article might be mass produced</li> <li>• Produce a simple instruction manual or handbook for their product</li> <li>• Develop their designs through their own reflection and the evaluation of others</li> <li>• Carry out tests before making improvements</li> </ul>	<p><b>Curriculum Links:</b></p> <p><b>Computing</b> Capture sound, still and video images using a range of Hardware to present and research ideas.</p> <p><b>Art</b> Use a full range of design, experimentation, exploration alongside the work of others to develop their own work.</p> <p><b>Science</b> Develop further observations and experiments from results</p>	<p><b>Core Skills:</b></p> <p>Research and develop criteria to inform the design of innovative, functional and appealing product, communicate ideas through discussion and annotated diagrams, select from and use a wider range of tools, materials and equipment to perform practical tasks accurately, Evaluate ideas and products against own design criteria and consider the views of others.</p>	<p><b>Sustainability:</b></p> <p>Understand the impact of fossil fuel cars have on the environment and our health and learn that electric cars are fast becoming a far better choice for a more environmentally friendly method of transport.</p>
	<p><b>End Points</b></p> <p>Create a fact file on car production based on trip to the Nissan Car Plant. Design and build a working toy vehicle accurately and finished to a high standard. Design a circuit incorporating a motor</p>	<p><b>EAL:</b></p> <p>Key images: images of cars, production lines, parts of a car Key experiences: A visit to Nissan Key vocabulary including words for green screens: car, wheel, engine, motor, power, diesel, petrol, manufacture, produce, production, specifications, development, range Key questions/Sentence stems: All cars have... Some cars are... Cars are built using... To move, a car needs...</p>	<p><b>PHSE:</b></p> <p>Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>
		<p><b>Drama:</b></p> <p>Our young designers will present a short video documenting the design and building of their electric car.</p>	<p><b>The World of Work/Enterprise:</b></p> <p>They will experience car production at an actual car manufacturing plant</p>

	<p>based on prior knowledge of electricity to power their moving vehicle. (Through a detailed evaluation consider the user of the toy in their design and the final quality product and what could be done to improve it)</p>		<p>with an opportunity to meet working professionals within that field.</p>
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