

# Cross curricular topics

## Year 6 2016-17

### Autumn Term

<b>Science</b>	<p style="text-align: center;"><b>Humans and Animals</b></p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans</li> <li>• describe the ways in which nutrients and water are transported within animals</li> </ul>	<p style="text-align: center;"><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>• use recognised symbols when representing a simple circuit in a diagram</li> </ul>
<b>Geography / History</b>	<p style="text-align: center;"><b>History - WW1</b></p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p style="text-align: center;"><b>Geography - Ireland</b></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• describe and understand key aspects of Human Geography and Physical Geography</li> <li>• use maps, atlases and globes to locate countries and describe features studied</li> <li>• use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods             <ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> </li> <li>• use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<b>DT/ ART</b>	Art - World War Art (Paul Nash & Otto Dix)	DT - <b>Cooking Healthy course</b> Design, make, evaluate and Technical knowledge
<b>WOW! Inc visits</b>	<i>Expo-Chef?</i>	<b>Think-Tank -Electrifying Science show?</b>

# Spring

<b>Science</b>	<p style="text-align: center;"><b>Light</b></p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p style="text-align: center;"><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>
<b>Geography / History</b>	<p style="text-align: center;"><b>History - WW2</b></p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p style="text-align: center;"><b>Geography - Holland</b></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</li> <li>• describe and understand key aspects of Human Geography and Physical Geography</li> <li>• use maps, atlases and globes to locate countries and describe features studied</li> <li>• use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>
<b>DT/ ART</b>	<p style="text-align: center;"><b>DT- Design a night light</b> Design, make, evaluate and Technical knowledge</p>	<p style="text-align: center;"><b>Art- Global eye?</b> Collage and pastel Monochrome</p>
<b>WOW! Inc visits</b>	<b>Holocaust centre - Nottingham?</b>	<b>John Street - Orienteering?</b>

# Summer

<p><b>Science</b></p>	<p><b>Living things and Habitats</b></p> <ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul>	
<p><b>Geography / History</b></p>	<p><b>History- Post WW2 (Birmingham- Kathleen Dayus)</b></p> <ul style="list-style-type: none"> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p><b>Geography - Brazil</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America</li> <li>describe and understand key aspects of Human Geography and Physical Geography</li> <li>use maps, atlases and globes to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>
<p><b>DT/ ART</b></p>	<p><b>Art-Mongolian Art/Pointillism</b></p>	
<p><b>WOW! Inc visits</b></p>	<p><i>Jewellery Quarter trip - Kathleen Dayus?</i></p>	<p><b>Southfields farm visit?</b></p>