



Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts/Media: Ruckus, Journey to the River Sea, Hunted, Fair Trade (non-fiction), Day-O (The Banana Boat song) by Harry Belafonte. Writing Styles and Genres: Balanced Argument, Discussion, Persuasive Letter, Magazine Article	Maths: White Rose Number: Algebra Measurement: Converting Units Measurement: Perimeter, Area and Volume <i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i>	Geography: The Human and Physical Geography of Brazil The children will learn to: • Locate which continent Brazil is in, and find out how many countries it shares a border with. • Identify the different regions of Brazil, and begin to understand the differences between them. • Explore three different natural landscapes of Brazil in more detail: the Amazon Basin, the Pantanal, and the Brazilian Highlands. • Investigate the Amazon rainforest, including what and who lives there, and how important this ecosystem is to the world. • Establish what is meant by the term 'urbanisation', and will look at reasons for why this is happening in Brazil. They will identify push and pull factors for moving from a rural area to an urban area • Explore the effects of urbanisation on the city of Rio de Janeiro. • Begin to think about Brazil as a tourist destination, and identify the geographical features that attract tourists to a particular place.
Science: Living Things and Their Habitats The children will learn about: • The classification of living things, including micro-organisms. • Sorting animals into groups based on their similarities and differences. They will extend their learning to find out about the standard system of classification first developed by Carl Linnaeus, choosing an animal and researching its classification. • They will learn about micro-organisms, and conduct an investigation into the growth of mould on bread. • Finally, the children will put their learning into practice by creating a field guide to the living things in their local area, showing how and why each one is classified. *Continued from Spring 1		Consider the concept of world trade and recognise some of the products we use that may come from Brazil and identify some of the biggest exports and some of their strongest industries. • Use what they have learnt about Brazil to compare human and physical features of a region of Brazil with the UK
Design and Technology: Food Technology The children will learn to: Evaluate range of 'Fair Trade' products on the market Develop skills required to make products Design and make own fair trade products. Create packaging/advertising Evaluate end products	In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content: P.E. - Spiral (Weeks 21 → 25) Music - Music Express - Unit: Growth (continued from Spring 1) / Roots RE - Leeds Agreed Syllabus - We will be continuing the Unit: What Do Christians Believe About Jesus' Death and Resurrection? French - Twinkl - Units On the Move (continuing) Going Shopping (starting) PSHCE - You, Me and PSHE - Relationship and Sex Education Computing - Purple Mash - Units: 6.4 Blogging	



Curriculum Drivers: How are they woven through the curriculum?

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Determination and Resilience	Our knowledge organisers will be focused on the geography of Brazil and Living Things and Their Habitats. They will be used regularly to help the children to learn the essential knowledge and vocabulary that they need for the topics.	Various Significant Authors/ Poets (Eva Ibbotson, Gordon Pikerton and Harry Belafonte) will drive our Literacy Curriculum. Through Music Express we will create a mini musical adaptation of Anasi saves the village – a traditional tale from west Africa. Through Science we will learn about how the system of classification was first developed by Carl Linnaeus	Through our work in Literacy and Geography we will study and debate issues surrounding fair trade. In our Geography lessons, we will explore Brazil's culture and reputation as the Rainbow Nation – is it the most diverse nation in the world? In Music we will create a mini musical adaptation of Anasi saves the village – a traditional tale from west Africa. Through RE we will investigate religious and secular responses to growing up, including rites of passage (Christianity, Judaism and Sikhism).

Assessment of Threshold Concepts

Science: Threshold Concepts	
Scientific Concepts:	Working Scientifically:
• Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics.	• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Record data and results of increasing complexity using • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Use straightforward, scientific evidence to answer questions or to support their findings: scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests.



Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
•	•	- Children can identify the key features of a blog and share these using 2Write. - They can create a blog for a specific purpose and can post comments on an existing class blog - Children recognise the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying - Children understand the features of a blog and the differences between a blog page and a blog post - Children work collaboratively, and individually, to plan, design and create a blog. Children become active contributors to a blog, carefully considering their responses to blog posts.

Design and Technology: Threshold Concepts

n/a

n/a

Geography: Threshold Concepts

Investigate Places:	Investigate Patterns:	Communicate Geographically:
    Human features Diversity Collect and analyse statistics and other information in order to draw clear conclusions about locations.	  Human processes Physical processes 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).	  Vocabulary Techniques - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. - Human geography, including: settlements, land use, economic activity including trade links, and the



• 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.	• 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 how countries and geographical regions are interconnected and interdependent. • Name and locate the countries of Europe and identify their main physical and human characteristics.	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).
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Languages (French): Threshold Concepts

Listening and Speaking	Reading and Writing	Stories, Songs, Poems and Rhymes	Grammar
• n/a	• n/a	• n/a	• n/a

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
• Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement	• Improvise descriptive music on instruments and other soundmakers	• Improvise descriptive music on instruments and other soundmakers	• n/a	• Sing and play traditional Ghanaian music • Sing two West African call and	• n/a



				response songs in two groups	
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PE: Threshold Concepts (Highlight focus areas for Half Term)

KS2

Cognitive	Manipulation	Physical
Anticipation Evaluation Peer Mentoring Tactical Variation Team Work Understanding Rules	Accuracy Dribbling Fielding and Catching Passing Shooting Striking	Agility Control Physical Processing Power Speed Strength

PHSCE: Threshold Concepts

Theme: Relationship and Sex Education

- Pupils learn about human reproduction in the context of the human lifecycle
- Pupils learn how a baby is made and grows (conception and pregnancy)
- Pupils learn that contraception can be used to stop a baby from being conceived
- Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- Pupils learn about the roles and responsibilities of parents and carers
- Pupils learn where to find support and advice when they need it

RE: Threshold Concepts

Pupils working <i>towards</i> the age-related expectations for their year group will be able to:	Pupils working <i>at</i> the age-related expectations (ARE) for this year group will be able to:	Pupils who are <i>deepening and widening</i> their knowledge and understanding will be able to:
• Identify and explain the significance of Jesus' death and resurrection to Christians	• Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels.	• Compare and contrast Bible accounts of Jesus' death and resurrection.



Year: 6

Term: Spring 2

Topic: **Brazil** - Is Brazil the most diverse nation on Earth?



- Suggest reasons why Jesus' death is seen as a sacrifice and as a way of forgiveness.
- Discuss and give examples of Christian festivals, including Ascension and Pentecost.

- Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today.
- Explain how festivals and seasons are celebrated, including Ascension and Pentecost.

- Explain a range of opinions and give reasons for why Jesus' death is seen as a sacrifice and as a way of forgiveness and salvation.
- Weigh up different points of view about how forgiveness and reconciliation are expressed.
- Give a considered response to how Christians celebrate festivals, including Ascension and Pentecost.