

Kestrel Mead Sticky Learning Curriculum

Year 6

Yr 6 As a designer and creator

Big Questions in Year 6: Am I welcome in England? (cooking)
Is it right to fight? (cooking)
How do I become a successful performer? (sewing)

Enrichment: Creating props for end of year show and performance

Prior Knowledge – Design, make, evaluate and improve	Design, make, evaluate and improve	Prior Knowledge – Construction	Construction. Mechanics and electronics	Subject Specific Vocabulary
D1 To research and evaluate current similar products. D2 To design a functional product using a given design criteria. D3 To plan my own product using annotated sketches. D4 To practice skills or create a prototype. D5 To use ICT to aid design. D6 To identify strengths and weaknesses of their product. D7 To evaluate the finished product to identify how well it meets their design.	D1 To research and evaluate current similar products. D2 To design a functional product using a given design criteria. D3 To plan my own product using annotated sketches. D4 To practice skills or create a prototype. D5 To use ICT to aid design. D6 To identify strengths and weaknesses of their product. D7 To evaluate the finished product to identify how well it meets their design.	D8 To use a hand drill D9 To use a hand saw to cut different types of wood. D10 To use a G clamp and/or vice. D11 To use a glue gun. D12 To use a hammer to put nails/screws in.		Needle Thread Bobbin Peddle Herbs Spices (and their names)
Prior Knowledge – Materials	Materials	Prior Knowledge – Cooking	Cooking and nutrition	
D10 To select fabric and fastening according to functionality and aesthetics. D11 To stitch on objects to create design. D12 To use over stitch D13 To use running stitch	D8 To begin to use a sewing machine.	D13 To beat ingredients together. D14 To separate eggs and yolks. D15 To form a dough. D16 To use the bridge technique to dice ingredients D17 To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. D18 To mould mixtures into shapes D19 To develop use of the hob to fry. D20 To mash ingredients together.	D9 To chop ingredients using the claw technique D10 To develop knowledge and understanding of herbs and spices D11 To be able to use the hob and oven for a variety of cooking techniques.	

As an artist (YEAR 6)

Big Question in Year 6: **Is it right to fight? (WORLD WAR 2)**
Why is climate change such big news?
How have the Vikings influenced our lives today?
Am I welcome in England?

Enrichment:

Prior Knowledge	Drawing	Prior learning (YR 5)	Collage	Sculpture (artist in focus week)	Subject Specific Vocabulary
	A1 To use the skill of hatching and cross hatching to add detail to drawing. A2. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Year 5&6 portrait skills- Adding details to face/shading to features of the face.		A9. Applying learnt techniques, colours and textures etc when designing and making pieces of work. A10. To be expressive and analytical to adapt, extend and justify their work.	xxxxx	Drawing Sketch pencils Shade Tone Tine Patterns Texture media Charcoal Collage Overlapping Layering Cutting Sticking Tearing Ripping Printing Lino Lino tools Carving Print Repeat
Prior Knowledge	Painting	Prior learning (YR 5)	Printing		
			A12. To create printing stencil using lino and tools. A13. To use own lino stencil to print.		Artist linked to Sticky Curriculum: Henry Moore Artist in focus week: Augusta Savage

OAs a confident person

To listen and understand	To develop a wide and subject specific vocabulary	To speak with clarity and confidence
SL1: To demonstrate active listening by justifying ideas or expanding on the ideas of others. SL2: To understand the meaning of some phrases beyond the literal interpretation.	SL9: To use sophisticated vocabulary. SL10: To explain the meaning of key words and concepts, offering alternatives. SL11: To link topic vocabulary and explain and justify with confidence and evidence.	SL16: To answer questions in a detailed response, more than a sentence. SL17: To vary the length and structure of sentences. SL18: To make suggestions to take an active part in discussions. SL19: To reflect on the effectiveness of the explanation, expansion and justification.
To be a participant in debates	Stylistic techniques	Physical, social and emotional
SL3: To negotiate and compromise by offering alternatives. SL4: To debate using evidence to support points. SL5: To offer alternatives when others don't understand. SL6: To critically examine ideas and views expressed. SL7: To be able to gather evidence for both sides of the argument. SL8: To be able to explain either point of view.	SL12: To recognise and explain some idioms. SL13: To add humour to a discussion or debate where appropriate. SL14: To select appropriate language in a range of situations (formal/informal). SL15: To begin to use sarcasm effectively when speaking.	SL20: To use my posture when performing. SL21: To confidently project my voice in an assembly. SL22: To consider the audience and their own understanding of a performance. SL23: To confidently share my liveliness and flair with pride.

As an historian

Prior Eras	Historical Knowledge	Historical Era	Subject Specific Vocabulary
Early Middle Ages Anglo Saxons in Britain Early Islamic civilisation AD900 (study of Bagdad)	H1 Chronological knowledge and understanding Develop chronologically secure knowledge and understanding of British, local and world history.	Early Middle Ages Vikings and Anglo Saxons Thematic Study beyond 1066	World War 2 – War Invasion The Blitz Rationing Evacuation Kindertransport Winston Churchill Adolf Hitler Nazi Germany Princess Noor Inayat Khan
Key Concepts	Historical Concepts	A study of ...	
<i>Invasion (Vikings in Britain)</i> <i>Settlement (Vikings in Britain)</i> <i>Resistance and responses (Dane Geld and Alfred the Great – Saxon resistance, Foundation of England Athelstan)</i> <i>Sources: how do we know about the past</i> <i>Place names (Dane Hills/Yorvik)</i> <i>Contrast and continuity: Anglo-Saxon ideas of Crime and Punishment</i> <i>Tracing ideas through: Medieval England, Early Modern, Victorian</i> <i>Present Day</i>	H2 Continuity and change Understanding how and why change occurs in history, why and how things stay the same and analysing trends H3 Cause and consequence Identify, describe reasons for and results of historical events, situations and changes studied in the past H4 Significance Understanding why some events, individuals, situations, changes, societies and periods are considered significant. H5 Similarities and differences Identify and explain similarities and differences within and across different past periods and societies.	The Viking and Anglo Saxon struggle for the kingdom of England up to Edward the confessor This could include: Viking raids and Invasions and Dane geld Resistance by Alfred the Great and Athelstan Anglo-Saxon laws and justice A study of an aspect or theme in British History that extends knowledge beyond 1066 Changes in social history Crime and punishment from Anglo-Saxons to present day World War 2 Princess Noor Inayat Khan	Vikings – Longboat Dane geld Danelaw Raid Trade Runes Jarl Pagan Norse mythology Monastery
	Historical Enquiry H6 Planning and carrying out a historical enquiry Understanding the methods of enquiry, including how evidence is used to make claims. H7 Historical Interpretations Understand how and suggest reasons why contrasting arguments and interpretations of the past have been constructed.		

Year 6	
Prior knowledge	Information Technology
Information Technology: 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Knowledge 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
	Skills: Create (Excel) C1- To create and design a spreadsheet by using formulas C2- To analyse data on the spreadsheet by using graphs C3- To create a sophisticated multimedia presentation C4- To incorporate graphics where appropriate, using the most effective text wrapping formats? C5- To confidently use text formatting tools, including heading and body text? Organise/Store C6- To understand how to send basic emails (typing email addresses, CC and BCC) C7- To understand the implications of GDPR when sending emails Manipulate C8- To add special effects to alter the appearance of a graphic C9- To specify the key words to use for the search C10- To skim and scan the results to see which one seems the most relevant C11- To distinguish between the main results and adverts presented as sponsored results. C12- To compare the information provided on two tabbed websites looking for bias and perspective
Subject Specific Vocabulary	
Communicate, World wide web, Internet, Skim, Scan, Spreadsheet, Formula, Analyse, Graph, Email, Address, CC and BCC, GDPR,	

As a geographer in Year 6		
Prior knowledge	Knowledge in Year 6	Subject Specific Vocabulary
Geographical knowledge Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains and coasts). Geographical Understanding Physical themes: describe and understand key aspects of physical geography, including; climate zones, the Tropics of Cancer and Capricorn, the Prime/ Greenwich Meridian and time zones including day and night Human themes: describe and understand key aspects of human geography including economic activity including trade links Understanding places and connections Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and a region in a European country.	Geographical knowledge Identify land use patterns and understand how some of these aspects have changed over time- focus on Hamilton. Geographical understanding: Physical themes: deepen understanding of key aspects of physical geography, including; climate zones, biomes and vegetation belts through fieldwork. Human themes: the distribution of natural resources including energy, food, minerals and water. Analyse human geography of a region in the United Kingdom over time through fieldwork. Understanding places and connections Deepen an understanding of the interaction between physical and human processes.	To cover a range of vocabulary from KS1 and KS2 in addition to: Rose compass- NNE, NE, ENE, ESE, SE, SSE, SSW, SW, WSW, WNW, NW, NNW. Ecozone, Marine biomes, Frost bite, hypothermia, ventilation, dehydration, Chaparral, Disphotic zone, intertidal zone, littoral zone,
	Geographical skills and enquiry in Year 6	
	Use the eight or sixteen points of a compass, four and six grid references, symbols and key to build their knowledge of the U.K and the wider world studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area. Use a range of methods including sketch map, plans and graphs, and digital technologies	

Sticky Words						
Moral Concepts			Technical Concepts			
British Values	Freedom Pride Resilience Compassion Curiosity Confidence Adaptability Responsibility	Justice Honesty Belonging Accountability Challenge Fairness Empathy Courage	DT	Art	Geography	History
Democracy Rule of law Individual liberty Mutual respect			Research Design Technique Create Evaluate Modify	Style Media Expression Technique Composition Effects	Environment Interconnection Climate Sustainability Change Location	Chronology Consequences Significance Enquiry Invasion Settlement
Subject specific vocabulary – chosen per topic by teachers from the subject boxes above						

Year 6						
	Big Question 1- History focus	Big Question 2 – Geo focus	Big Question 3- History focus	Big Question 4- Geo focus	Big Question 5- Creative focus	Big Question 6- free topic
Question	Is it right to fight? (WORLD WAR 2)	Am I welcome in England?	How have the Vikings influenced our lives today?	Why is climate change such big news?	How do I become a successful performer?	
Moral application of knowledge	To understand why Britain joined WW2 and the implications this had on the country	To understand why people migrated to England and how they were treated upon their arrival.	To understand why there was a battle for England and how this affected its citizens.	To understand how climate change is affecting the earth and what the consequences of this will be for the future	Develop oracy, singing and drama skills.	
Pre learning assessment	Where have there been conflicts in history? How many conflicts can you name in living memory?	What does being British mean? Can anyone be British?	What can you recall about the Anglo Saxons?	Quiz about climate change. 2 articles to stem discussions with 2 differing opinions	What is the pathway to acting on TV on the west end stage?	
Sticky words Moral concepts	Freedom Accountability	Compassion Belonging	Fairness Respect	Empathy Responsibility	Pride Confidence	
Technical concepts	Invasion Consequence Style	Interconnection Location Evaluate	Settlement Significance Media	Climate Environment Technique	Design Create Modify	
Subject specific vocabulary History or Geography	Invasion The Blitz Rationing Evacuation Kindertransport Winston Churchill Adolf Hitler Nazi Germany Princess Noor Inayat Khan	NNE, NE, ENE, ESE, SE, SSE, SSW, SW, WSW, WNW, NW, NNW. Compass, directions, map, longitude, latitude, migration, immigration, Windrush, Uganda, community, diversity	Longboat Danegeld Danelaw Raid Trade Runes Jarl Pagan Norse mythology Monastery	Ecozone, Marine biomes, Frost bite, hypothermia, ventilation, dehydration, Chaparral, Disphotic zone, intertidal zone, littoral zone		
Subject specific vocabulary Art or DT	Drawing Sketch pencils Shade Tone Tine Patterns Texture media Charcoal	Herbs Spices (and their names)	Collage Overlapping Layering Cutting Sticking Tearing Ripping	Printing Lino Lino tools Carving Print Repeat	Needle Thread Bobbin Peddle	
NC objectives – designer and creator	Exploring rationing ingredients	D1-7 D9 D10 D11			D1-7 D8	
NC objectives – artist	A1 A2 – Henry Moore		A9 A10 – Viking shield	A12, A13 – lino printing		
NC objectives – geographer		Migration and Immigration- human processes G4, G5, G6		Climate change and physical geography, link to science G1, G2, G3, G4, G5		
NC objectives – historian	Era: WW2 H2, H3, H5, H6, H7		Era: Vikings/ Anglo-Saxons H1, H4, H6, H7			

NC objectives – speaking and listening TEACHERS ADD OBJECTIVES	SL1, SL3, SL4, SL5, SL6, SL7, SL8, SL11	SL1, SL3, SL4, SL5, SL6, SL7, SL8, SL11, SL16, SL17, SL18, SL19	SL1, SL3, SL4, SL5, SL6, SL7, SL8, SL11	SL9, SL10, SL16, SL17, SL18, SL19	SL12, SL13, SL14, SL15, SL20, SL21, SL22, SL23	
NC objectives – computing TEACHERS ADD OBJECTIVES	Reliability of sources	Microsoft excel Fake news	Research- how to research effectively	Fake news/ online editing		
SCIENCE Big Question taught discreetly	Why do our hearts need to beat?	Why do our hearts need to beat?	Can animals adapt to survive the changing world?		How does a light switch work?	Do we need light to see?
RE big question - up to 10 weeks	<u>Is believing the same as knowing?</u>		<u>How can I use my voice? How can I change the world?</u> Topic to be taught in afternoon sessions wb 13 th March for 10 weeks.		<u>Which way shall I go?</u> Topic to be taught alongside RSE in mornings across a week after SATs (wb 19 th June)	
Enhancement	Debate	Campaign		Debate	Show	