



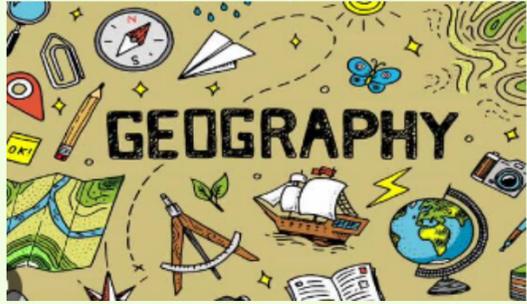
## Natural Disasters- Focus on Japan

Year 6 Spring 2024

Linked Texts: Kensuke's Kingdom by Michael Morpurgo, Map Your Planet: Natural Disasters, Pop-Up Volcano, Volcanoes and Earthquakes

Trips and Visits:

Topic Finale Composite: To have a Japanese tea ceremony???



Intent: This history topic focuses on the life, times and conflicts between the Anglo Saxons and Vikings. It introduces children to the idea that people from other countries and societies have been coming to Britain for a long time.

### Skills, and Knowledge Components Focus:

- Locate Japan on a map and concentrate on their environmental regions, key physical and human characteristics and major cities.
- To understand the key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.
- Understand the similarities and differences through the study of human and physical geography .
- Identify types of settlement and land use and economic activity.
- Use maps, atlases, globes and digital/computer mapping to locate countries.

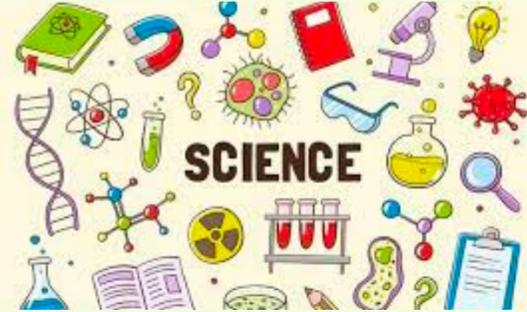
### Sticky Knowledge:

- I can locate Japan on a world map
- I can explain what tectonic plates are
- I can explain what an earthquake is
- I can explain what a volcano is
- I can explain what a biome is
- I can explain what a climate is and why it is important
- List at least three environmental differences between Japan and Cornwall (hemisphere/time zone/natural disasters)

Key Vocabulary: Volcano, tsunami, earthquake, tectonic plates, tremor, magma, lava, seismic, Richter scale, fault, biomes, climate, settlements, vegetation, hemisphere

Subject Composite: Create a presentation about Natural Disasters in Japan using the research they have gathered during the topic.

Impact: Children will have formed an opinion to the big question- would they like to live in Japan?



Intent: Children build on their knowledge of electricity including renewable sources. Children use and develop their scientific working to answer scientific enquiry questions.

### Skills and knowledge components focus:

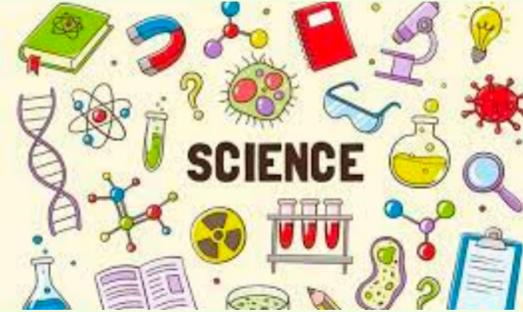
- Use recognised symbols when representing a simple circuit in a diagram.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Report and present findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral or written forms such as displays or presentation. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Use test results to make predictions to set up further comparative and fair tests.

### Sticky Knowledge:

- I know a series circuit is where all the components are in one continuous loop.
- I know the symbols for components battery, buzzers, wires, bulbs and switches.
- I know the more components in a circuit, the dimmer the bulbs and the quieter the buzzers.
- I know the more components there are in a circuit, the more difficult it is for the current to flow.
- I know current is the flow of electricity in a circuit.
- I know voltage is a measure of how strong the current is in a circuit
- I know the current does not flow in an incomplete circuit, this could be due to a break in wires or a switch may be open.

Key vocabulary: series circuit, cell, battery, bulb, current, voltage, complete circuit, incomplete circuit, switch, buzzer, independent variable, dependent variable, controlled variable, repeatability, accuracy, evaluation.

Subject composite: Children to make their own robot.  
Impact: Children have a clear understanding of electrical circuits and use scientific symbols and vocabulary. Children have well developed scientific enquiry skills.



Intent: Children will explore and develop their understanding of evolution

### Skills, and Knowledge Components Focus:

- To clarify key vocabulary needed for Evolution.
- Explain the origin of living things.
- Explain how living things have changed over time.
- Investigate how fossils can tell us information about the past.
- Recognise that living things produce offspring and that they vary.
- Identify how animals are adapted to suit their environment.
- Identify how plants are adapted to suit their environment.

### Sticky Knowledge:

- I know that evolution is the gradual development of species over millions of years. Scientists have proof that we are evolving daily.
- I know Characteristics are influenced by the environment living things live in. adaptations can be a result of food and climate.
- I know Inherited traits can be things like eye colour, the size of your earlobes or even if you can smell flowers or not.

Key Vocabulary: offspring, inheritance, variations, characteristics, adaption, habitat, environment, evolution, natural selection, fossil, adaptive traits, inherited traits

### Subject Composite:

Children to make up their own version of a plant – make annotations on how they are suited to their environment using their knowledge organiser for key words.

### Impact:

Children will have a clear understanding of evolution and how how animals and plants have had to adapt to survive.



Intent: to enable children to explore how artists embrace aspects of their experience of life – using their background, culture, race, gender, and interests to inform and shape their artwork.

### Skills and Knowledge Components Focus:

I have seen how artists explore their identity by creating layered and constructed images.  
I can share my response to their work with my classmates.  
I can use my curiosity to think about how I might adapt techniques and processes to suit me.  
I can use my sketchbook to record, generate ideas, test, reflect and record.  
I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.  
I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond.  
I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.

### Sticky Knowledge:

That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.

That people are the sum of lots of different experiences, and that through art we can explore our identity.

That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.

That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.

Key Vocabulary: culture, imagery, juxtaposition, portrait

Subject Composite: Create your own layered portrait

Impact: Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition.



Intent: Design, make and evaluate Japanese slippers made from textiles.

### Skills, and Knowledge Components Focus:

- Generate innovative ideas by carrying out research including surveys, interviews, and questionnaires.
- Develop model and communicate ideas through talking, drawing, templates and where appropriate computer aided design.
- Select and use a range of tools to make products that are accurately assembled and well-finished.
- Investigate and analyse textile products linked to their final product.
- Compare the final product to their original design specification.

### Sticky Knowledge:

- I can use a range of stitches including running, stitch cross stitch and blanket stitch.
- I know that there are a range of fastenings for my design.
- I know I can add detail to piece using applique and embroidery.
- I know I can use CAD (computer aided design) to modify designs on a computer without the need for a physical product.

Key Vocabulary: seam, seam allowance, seam wadding, reinforce, hem, template, pattern pieces, pinking shears, fastenings.

Subject Composite: Children to make Japanese slippers.

Impact: Children will have well-developed sewing and textile skills can explain the design, create and evaluate process clearly.