



Year 6 Theme 1: Hero and Heroine

Learning journey sheets



Heroes and Heroines – Making Our World A Better Place For All?

Hero and Heroine is a theme that will allow us to explore what makes a person a hero. The children will consider both the positive and negative elements of heroes in history. Through reasoned discussion and research the children will be able to come to their own conclusions.

Key Vocabulary: determined, daring, unselfish, empathic, courageous, dedicated, influential, circumnavigate, evolution, adaptation

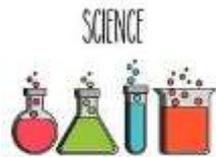
WOW Start

We will be giving the children the opportunity to come to school dressed as people that inspire them or a hero / heroine of their choice. This could be their favourite Author, Scientist, footballer or even a member of their own family. The children will be able to explain how this person has inspired them. Please note that the teachers will also be dressing up!

SHOWCASE (OUTCOMES):

Analysis of similarity and difference between early and modern day man
Evaluation of the evidence behind evolution (with an expressed point of view)
Captain's Log entry of Sir Francis Drake on his famous voyage
Develop an item (in pairs/small groups) which demonstrates or could assist sustainable living

KEY AREAS OF LEARNING



SCIENCE

Scientific Enquiry

In Science we will be working scientifically by:

- Identifying scientific evidence which has been used to support or refute ideas or arguments

Evolution

- I can recognise that living things have changed over time and that living things produce offspring, which though of the same kind, are not identical to their parents
- I can identify how plants and animals are adapted to suit their environment

How will we do this?

Linking with two of our heroes (Charles Darwin and Sir David Attenborough) we will be exploring the science and theory behind Evolution.



History

Our key historical areas of learning are:

- I can place a specific event on a timeline by decade
- I can describe a key event from Britain's past using a range of evidence from different sources
- I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint and suggest why certain events, people and changes might be seen as more significant than others

How will we do this?

In History we will be exploring the amazing journey of the British Sea Captain Sir Francis Drake and his circumnavigation of the globe.



Geography

Our key geographical areas of learning are:

- I can use maps, aerial photos, plan and web resources to describe what a locality might look like
- I can use a four figure grid reference
- I can name the world's largest desert
- I can identify and name the Tropics and explain how time zones work

How will we do this?

We will be using our locational knowledge with maps to locate the world's countries,

focussing on Europe (including the location of Russia) and North and South America. We will learn and identify the position and significance of latitude, longitude, Equator, etc.



Our key areas of learning are:
Our featured religion is Hinduism. We will be exploring what Hindu people believe about Dharma, Deity and Atman.

How will we do this?
Through a range of sources we will consider the main values and beliefs of Hindu people. We will compare their values to our own in a respectful and empathic manner.



Our artistic areas of learning are:

- I can say what my work is influenced by and explain this to someone else
- I can include both visual and tactile elements in my work
- I can improve my mastery and of Art and Design techniques.

How will we do this?
Following the journey of Sir Francis Drake, we will be creating Art which reflects the culture of the counties he visited.



Our key areas of learning are:

- I can communicate a team plan to others
- I can understand the rules for a variety of games
- I can take different roles as part of a team

How will we do this?
In P.E. we will be taking part in team building activities to aid our communication with others and to help our confidence grow when working with others (including large groups). We will be learning and playing Invasion Games.



Our key areas of learning are:

- I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason and describe how empathy can help people to be more tolerant and understanding of those who are different from them

How will we do this?
With reference to our class novel we will be looking at 'valuing difference'.



<p>Reading</p> <p>The Boy At The Back Of The Class by Onjali Q Rauf</p>	<p>Writing</p> <p>See Showcase Outcomes (includes analysis, evaluation and Captain's Log)</p>	<p>Maths</p> <p>Grid references and co-ordinates.</p>
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