

# Kestrel Mead Sticky Learning Curriculum

## Year 6

### Yr 6 As a designer and creator

Prior Knowledge – Design, make, evaluate and improve	Design, make, evaluate and improve	Prior Knowledge – Construction	Construction. Mechanics and electronics	Subject Specific Vocabulary	
D1 To create prototypes and edit designs. D2 To create a net as a prototype. D3 To generate ideas and create exploded diagrams. D4 To use research on the internet and survey people in the community to develop a design criterion to inform a design of innovative, functional and appealing products fit for purpose and aimed at a specific group of people. D5 Justify decisions about materials and methods of construction. D6 To use measurement in the design process to be followed in making process. D7 To make suggestions on how their design/ product could be improved.	D1 To use measurement in the design process to be followed in making process. D2 To use computer aided design to create 3D designs.	D8 To use a hand drill to create tight and loose holes. D9 To use a hand saw to cut different types of wood. D10 To use a variety of screwdrivers to join materials and to make holes. D11 To use a glue gun. D12 To use a G clamp and/or vice. D13 To use a hammer to put nails/screws in. D14 To use a mitre box to cut angles. D15 To create temporary or fixed joins. D16 To use gears and pulleys	D10 To apply an understanding of computing to program, monitor and control their products D11 To create electrical systems including switches and motors	Implement Three dimensional Pin and tacking Machine stitching Thread Applique Batik Seam allowance Bradawl mitre box Angles	Control Jig Observe Computer aided design Fine chopping Hob Electric or gas
Prior Knowledge – Materials	Materials	Prior Knowledge – Cooking	Cooking and nutrition (x3 times a year)		
D4 To understand seam allowance. D5 To strengthen, reinforce and stiffen fabrics. D6 To select fabric and fastening according to functionality and aesthetics. D7 To stitch on objects to create design. D8 To use back stitch. D9 To begin to plait using a variety of textures.	D3 To create and use pattern pieces to aid design and to use to make final piece. D4 To use pin and tack on pieces of fabric. D5 To join together using machine stitching. D6 To create 3D products with seam allowance. D7 To use blanket stitching. D8 To begin to use applique technique. D9 To use batik technique to dye fabric and materials.	D17 coring an apple D18 finer grating D19 whisking egg D20 handling short crust pastry D21 creaming fat and sugar	D12 Fine chopping of herbs D13 peeling harder vegetables D14 using the hob (with adult supervision).		

As an artist				
Prior learning (YR 5)	Drawing	Prior learning (YR 5)	Collage	Subject Specific Vocabulary
A1. Use a variety of source material for their work. A2. Work in a sustained and independent way from observation, experience and imagination. A3. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	A1. To use stippling effect using pencils or thin pens when drawing. A2. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. A3. To draw using still life art.	A7. Use a range of media to create collage describing vocabulary based on the visual and tactile elements. A8. Build up layers and colours/textures.	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.	Transition Still life Abstract Natural Made Composition Arrangement Complimentary Tonal Shading Rotation Reflection Symmetrical Repetition Manipulation
Prior learning (YR 5)	Painting	Prior learning (YR 5)	Printing	Artist in focus: Stephen Wiltshire
A4. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. A5 To paint a landscape scene A6. Create imaginative work from a variety of sources.	A4. Create shades and tints using black and white. A5. Choose appropriate paint, paper and implements to adapt and extend their work. A6. Carry out preliminary studies, test media and materials and mix appropriate colours. A7. Work from a variety of sources, inc. those researched independently. A8. Show an awareness of how paintings are created (composition).	A8. Explain a few techniques, including the use of poly-blocks and relief printing. A9. Organise their work in terms of pattern, repetition, symmetry or random printing styles. A10. Choose inks and overlay colours.	A11. Be familiar with layering prints. A12. To create printing stencil using lino and tools. A13. To use own lino stencil to print.	

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

### As a geographer

Prior knowledge	Knowledge in Year 6	Subject Specific Vocabulary
<b>Geographical knowledge</b> Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains and coasts). <b>Geographical Understanding</b> 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 <b>Understanding places and connections</b> Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and a region in a European country.	<b>Geographical knowledge</b> G1. Identify land use patterns and understand how some of these aspects have changed over time <b>Geographical understanding:</b> G2. Physical themes: deepen understanding of key aspects of physical geography, including; climate zones, biomes and vegetation belts through fieldwork. G3. Human themes: the distribution of natural resources including energy, food, minerals and water. G4. Analyse human geography of a region in the United Kingdom over time through fieldwork. <b>Understanding places and connections</b> G5. Deepen an understanding of the interaction between physical and human processes.  <b>Geographical skills and enquiry in Year 6</b> G6. 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. G7. Use fieldwork to observe, measure, record and present the human and physical features in the local area.	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,

Year 6	
Prior knowledge	Information Technology
<b>Information Technology:</b> 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	<b>Knowledge</b> 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 <a href="#">Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</a>
	<b>Skills:</b> <b>Create (Excel)</b> 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? <b>Organise/Store</b> C6- To understand how to send basic emails (typing email addresses, CC and BCC) C7- To understand the implications of GDPR when sending emails <b>Manipulate</b> 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
	<b>Subject Specific Vocabulary</b>
	Communicate, World wide web, Internet, Skim, Scan, Spreadsheet, Formula, Analyse, Graph, Email, Address, CC and BCC, GDPR,

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
<b>Question</b>	<b>Is it right to fight? (WORLD WAR 2)</b>	<b>Why is climate change such big news?</b>	<b>How have the Vikings influenced our lives today?</b>	<b>Am I welcome in England?</b>	<b>How do I become a successful performer?</b>	FREE TOPIC
<b>Moral application of knowledge</b>	To understand why Britain joined WW2 and the implications this had on the country	To understand how climate change is affecting the earth and what the consequences of this will be for the future	To understand why there was a battle for England and how this affected its citizens.	To understand why people migrated to England and how they were treated upon their arrival.	Develop oracy, singing and drama skills.	
<b>Pre learning assessment</b>	<b>Where have there been conflicts in history? How many conflicts can you name in living memory?</b>	<b>Quiz about climate change. 2 articles to stem discussions with 2 differing opinions</b>	<b>What can you recall about the Anglo Saxons?</b>	<b>What does being British mean? Can anyone be British?</b>	<b>What is the pathway to acting on TV on the west end stage?</b>	
<b>Sticky words</b> <b>Moral concepts</b>	Freedom Accountability	Empathy Responsibility	Fairness Respect	Compassion Belonging	Pride Confidence	
<b>Technical concepts</b>	Invasion Consequence Style	Climate Environment Technique	Settlement Significance Media	Interconnection Location Evaluate	Design Create Modify	
<b>Subject specific vocabulary</b> <b>History or Geography</b>	Invasion The Blitz Rationing Evacuation Kindertransport Winston Churchill Adolf Hitler Nazi Germany Princess Noor Inayat Khan	Ecozone, Marine biomes, Frost bite, hypothermia, ventilation, dehydration, Chaparral, Disphotic zone, intertidal zone, littoral zone	Longboat Danegeld Danelaw Raid Trade Runes Jarl Pagan Norse mythology Monastery	NNE, NE, ENE, ESE, SE, SSE, SSW, SW, WSW, WNW, NW, NNW. Compass, directions, map, longitude, latitude, migration, immigration, Windrush, Uganda, community, diversity		
<b>Subject specific vocabulary</b> <b>Art or DT</b>	Line Tone/Tonal Shape Shading	Made Arrangement Rotation Reflection Symmetrical Repetition Manipulation				

NC objectives – designer and creator				D1 D12 D13 D14- cooking	D1 D3 D4 D5 D6 D7 D8 D9- textiles (See DT plan for Science links)	
NC objectives – artist	A1 A2 A3 – henry moore	A11, A12, A13 – lino printing	A9 A10 – viking shield	A4 A5 A6 A7 A8 (journaling)		
NC objectives – geographer		Climate change and physical geography, link to science <b>G1, G2, G3, G4, G5</b>		Migration and Immigration- human processes <b>G4, G5, G6</b>		
NC objectives – historian	Era: WW1 and WW2 <b>H2, H3, H5, H6, H7</b>		Era: Vikings/ Anglo-Saxons <b>H1, H4, H6, H7</b>			
NC objectives – speaking and listening <b>TEACHERS ADD OBJECTIVES</b>	SL1, SL3, SL4, SL5, SL6, SL7, SL8, SL11	SL9, SL10, SL16, SL17, SL18, SL19	SL1, SL3, SL4, SL5, SL6, SL7, SL8, SL11	SL1, SL3, SL4, SL5, SL6, SL7, SL8, SL11, SL16, SL17, SL18, SL19	SL12, SL13, SL14, SL15, SL20, SL21, SL22, SL23	
<b>NC objectives – computing TEACHERS ADD OBJECTIVES</b>	C9, C10, C11 Reliability of sources	C1, C2 – excel C12	Research- how to research effectively	Microsoft excel Fake news		
SCIENCE Big Question taught discreetly	Why do our hearts need to beat?	Can all living things be classified?	Can animals adapt to survive the changing world?	Do we need light to see?	How does a light switch work?	
RE big question - up to 10 weeks	<b><u>Is believing the same as knowing?</u></b>		<b><u>How can I use my voice? How can I change the world?</u></b>		<b><u>Which way shall I go?</u></b>	
<b>Enhancement</b>	<b>Debate</b>	<b>Campaign</b>		<b>Debate</b>	<b>Show</b>	

**Awe, wonder, reciprocity through trips and visitors in year 6**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>English</b>						
<b>Maths</b>						
<b>Science</b>						
<b>Geography</b>				Orienteering around Hamilton		
<b>History</b>	<b>Holocaust Centre</b>					
<b>Computing</b>			Organise a visit with a blogger/vlogger			
<b>Art/DT</b>						
<b>PE</b>	<b>Year 6 Residential</b>					
<b>RE</b>						
<b>Music</b>						End of Year 6 performance
<b>Other – theatre trips</b>		Royal British Legion – Poppy appeal		<b>Warning Zone</b>		<b>London Theatre Trip</b>  End of year 6 production