



Theme Overview: Enough for Everyone
Year B - Summer Term
Years 5/6

Key Questions

Summer 1: How is our World changing?
 Summer 2: How is it made?



Curriculum Intent (link with values etc):

This topic will further engage the children’s natural courageous advocacy. The main aim will be for children to see what is happening to the world and become passionate to change this. Their studies will give them the courage to stand up and make the changes. In this unit, children will discover some of the many ways in which the world around them is changing, from coastal erosion to political changes. Coastal erosion will be further explored through creating a Scratch program to represent this. By the end of this unit, all children will describe some ways that human activity changes the landscape. The unit will then move onto mechanical marvels and skyscrapers with a STEM based unit on some of the world’s greatest machines and buildings. This will inspire the children’s curiosity and creativity to engage with the world around them.

Enrichment and Experiences:

STEM workshop
 Create a multimedia project for the end of the year.

English – long term overview coverage:

Newspaper, match report, information, balanced argument, description, short story

Possible texts:

- Wonder
- The Extraordinary Colours of Auden Dare

Opportunities for Cross Curricular Maths:

Statistics, populations, areas, distances.

Geography NC objectives

- To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering.
- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of coastal features.
- To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of the changing international borders of Europe.

Science NC objectives

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Computing

CQ Threshold concept: Code (and communicate)

NC objectives:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- 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

Art NC objectives

- about great artists, architects and designers in history.

DT NC objectives

- understand how key events and individuals in design and technology have helped shape the world
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

PSHE area of focus (For objectives see Whole School PSHE overview)