

	<b>Year group</b>	6	<b>Academic year</b>	2022-2023	<b>Term</b>	Autumn 1	<b>Duration</b>	7 Weeks	
	<b>Half-term topic knowledge Organiser</b>								
	<b>Topic Title</b>	<b>Fight for Survival</b>							

**Topic Overview**

	<u><b>Key Questions</b></u>	<u><b>Key events</b></u>	<u><b>PSHE, SMSC and British Values</b></u>	<u><b>Opportunities for 6 Rs</b></u>	
	<ul style="list-style-type: none"> <li>• What is Darwin’s theory of evolution?</li> <li>• How do animals adapt to their environment?</li> <li>• What is the potential impact of animals becoming extinct?</li> <li>• What does a variation in species mean?</li> <li>• What is the difference between inherited and adaptive traits?</li> <li>• How did the climate in Antarctica impact Shackleton’s expedition?</li> </ul>	<ul style="list-style-type: none"> <li>• 7.9.22 – Tony Butcher visitor in to talk about fossils</li> <li>• Parent event - TBC</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying goals for the year</li> <li>• Global citizenship</li> <li>• Children’s universal rights</li> <li>• Feeling welcome and valued</li> <li>• Choices, consequences and rewards</li> <li>• Group dynamics</li> <li>• Democracy, having a voice</li> <li>• Anti-social behaviour</li> <li>• Role-modelling</li> </ul>	<p><b>Ready-</b> Children will discuss how Darwin and Shackleton needed to be prepared for their expeditions.</p> <p><b>Respect-</b> Children will show respect to the visitors that come into the school to talk to them about their learning.</p> <p><b>Resilience-</b> Children will explore the concept of resilience through the expeditions of Darwin and Shackleton</p> <p><b>Resourcefulness-</b> Children will be using a variety of resources through their science experiments and Art</p> <p><b>Reflectiveness-</b> Children will evaluate their dragon eyes and comment on how they would improve it if they made them again</p> <p><b>Responsible –</b> Children will be responsible by managing their own learning through independent research in English and topic.</p>	
<u><b>Summary</b></u>	<u><b>Vocabulary (tier 3)</b></u>	<u><b>Key dates</b></u>	<u><b>Prep/ homework task</b></u>		
The children will learn about the theory of natural selection, and how organisms change over a long period of time. The children will undertake experiments into Darwin’s theories, evaluating whether they can produce a fair test, or not. The children will also study fossils and create an understanding of things that died many millions of years ago. In geography, the children will follow the journey of Earnest Shackleton into Antarctica and compare the biomes of the UK and Antarctica.	<ul style="list-style-type: none"> <li>• Characteristics- distinguishing features or qualities.</li> <li>• Inheritance- when characteristics are passed on to offspring</li> <li>• Adaptation- changes to increase a living thing’s chances of survival</li> <li>• Evolution-adaptation that take place in a species over time.</li> <li>• Natural selection- process by which organisms are better adapted to their environment.</li> <li>• Fossil- remains/ imprint of a prehistoric plant or animal</li> <li>• Adaptive traits- genetic features</li> <li>• Inherited traits- traits taken from parents</li> <li>• Extinction- animal/ plant species dies out</li> </ul>	<p>Open evening – 5th October Inset day: school closed to pupils - 6th October Harvest festival – 10th October Parents’ evening – 18th and 20th October</p> <p>NB: More information of the above dates with timings and details to follow soon.</p>	<ul style="list-style-type: none"> <li>• <b>Weekly English and maths will be set by the class teacher based on work done that week</b></li> </ul>		
<u><b>Key English stimulus</b></u>	<u><b>Computing</b></u>	<u><b>Music</b></u>	<u><b>Spanish</b></u>	<u><b>RE</b></u>	<u><b>Maths</b></u>
<p>Darwin’s Dragons-Lindsay Galvin This book will be used as a class reader and for additional narrative outcomes.</p> <p>Moth – an evolution story</p> <p>Ice Trap!</p>	<p>Communication systems</p> <p>E Safety and searching the web efficiently and safely. Communicating on the web.</p>	<p>Recapping knowledge of notation on the stave and reading and writing music in the treble clef.</p>	<p>Revision of key knowledge taught in Year 5. Discussing where they went on holiday and what they did.</p>	<p>Exploring the concept of ‘power’ and what this means across different religions.</p>	<ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition/Subtraction</li> </ul>
<u><b>History / Geography National Curriculum Objectives</b></u>		<u><b>Science National Curriculum Objectives</b></u>		<u><b>Art / Design technology National Curriculum Objectives</b></u>	
<ul style="list-style-type: none"> <li>▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>▪ Describe and compare the physical geography of the UK and Antarctica.</li> </ul>		<ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>		<ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</li> </ul>	