

Year Six Curriculum Map

History Geography Science Computing Art DT Citizenship/PSHE Questions about God

OUR AWESOME AFRICAN ADVENTURE

HOOK:

Contrasting locations - Ghana

Role models

We are travel writers – using media and mapping to document a trip

Living things/ habitats (African animal focus)

Global mapping

Foods: celebrating culture and seasonality

Care for the world: our job or God's?

Textiles - a sustainable class landscape

OUTCOMES:

- Research a location online using a range of resources appropriately.
- Understand the safe use of mobile technology, including GPS.
- Capture images, audio and video while on location.
- Showcase shared media content through a mapping layer.
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics
- Locate Africa's position in the world and Ghana's position in Africa and neighbouring countries.
- Use mapping skills to identify the location and types of settlements and land use present in Ghana.
- Identify the position/significance of latitude, longitude and the Tropics; identify climate zones and biomes present in Ghana
- Understand geographical similarities and differences through the study of human and physical geography of Ghana's capital (Accra) and london..
- Understand how the economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water affects the standard of living in Ghana.
- Study list of famous Ghanians - write short bio of one.
- Understand how key chefs have influenced eating habits to promote varied and healthy diets
- Know how to use utensils and equipment including heat sources to prepare and cook food.
- Understand about seasonality in relation to food products and the source of different food products.
- Make, decorate and present the food product appropriately for the intended user and purpose.
- Link to sustainability and investigate sustainable cotton and why it is produced this way and what it means.
- To investigate how we could make a 3D textile product from a combination of fabric shapes.
- To create own 3D textile to add to the class landscape using thinking about the functional and aesthetic properties of the chosen material.