

Year 6 Autumn B - The USA

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
English	Swamp monster information text	Swamp monster information text	Swamp monster information text	Warning stories	Warning stories	Warning stories	
Geography	Explore USA - overview of known places, zones	Compare to UK USA climate zones and biomes compare vast range of climate zones with UK	Physical Geography of USA 'mountains, seas, plate tectonics	Human Geography - Where are all the people? Compare population distribution with that of UK - compare/discuss reasons people choose to live in places	USA - economy How do people make money in the Western States of USA. How does this compare with Bedlington	Full comparison - record all elements studied with UK - use books to fill in a comparison table End of topic quiz.	
Science Evolution	The children will recap on Y4 work about adaptation, considering what the term means and thinking about how plants and animals are adapted to their environment.	Consider how peppered moths adapted to their environment at different times. Introduce the idea of natural selection and evolution.	Focus on the idea of inheritance and what features animals inherit from their parents. Start to think about how this could be relevant to adaptation/evolution and natural selection.	Consider the work of Charles Darwin and his studies into evolution related to finches. Chn to use tools to investigate how the different beak sizes affect what the finch can eat and how this could lead to natural selection and evolution. Consider the work of Alfred Wallace related to evolution.	Look at examples of fossils and consider how these can provide us with information about evolution and how Charles Darwin used them as evidence to support his ideas.	Recap on work last week on fossils and how the studies and discoveries of Mary Anning are related to this.	Consider whether evolution is still happening and how the children feel that changes such as climate change and deforestation could have an impact.
RE Creation and Science	The children will learn the story of creation as told in Genesis. They will consider when it was written and who it was written by.	The children will read the message by Eugene H Peterson and consider how this tells the events of the Christian creation story in a different way. They will consider how the events can be seen as a literal or poetic interpretation.	The children will consider the science view of evolution and the big bang. They will consider whether these can exist alongside the creation story or whether they are conflicting.	The children will learn about scientists who are also Christians - they will consider the views of different people.	The children will consider what their opinion is related to what we have discussed. They will write their own opinion about whether they believe that creation and science are conflicting or complimentary.		
DT		Investigate products and research ideas for own product	Design and make a healthy dish safely and hygienically	Evaluate the dish			
Computing		Online relationships and bullying	Lego League coding				

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		(anti-bullying week)					
P.E.	Real PE gymnastics NUFC invasion games						
French	Avoir (I)	Avoir (you)	Avoir (he/she/them)				
PSHE	Ok to be different	Anti bullying week Wellbeing Week	We have more in common than not	Respecting differences	Tolerance and respect for others	Challenging gender stereotypes	
MUSIC				Christmas songs	Christmas songs	Christmas songs	Christmas songs