



**SACRED HEART CATHOLIC PRIMARY SCHOOL**  
**Many Worlds, One Planet - Year 6**



<b>Theme</b>	<b>Asia</b>
<b>Big Question(s)</b>	<ul style="list-style-type: none"> <li>• Is Asia the same all over?</li> <li>• How does Asia influence the rest of the world?</li> </ul>
<b>Key Vocabulary</b>	
<b>Suggested end of theme 'Showcase'</b>	
<b>GEOGRAPHY OBJECTIVES</b>	
<b>Locational Knowledge and Place Knowledge</b>	<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Asia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• Name and locate countries and major cities within the continent of Asia and key topographical features (including hills, mountains, coasts and rivers)</li> <li>• and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in North and Asia including natural disasters, resources and trade links</li> </ul>
<b>Geographical Skills and Field Work</b>	<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 of Ordnance Survey maps to build their knowledge of Asia and the wider world</li> <li>• Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses</li> </ul>
<b>ART OBJECTIVES</b>	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and to review ideas</li> <li>• To improve mastery of art and design techniques</li> <li>• Drawing pencils, and charcoal</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>• To improve mastery of art and design techniques</li> <li>• Watercolours</li> </ul>
<b>Sculpting</b>	<ul style="list-style-type: none"> <li>• To improve mastery of art and design techniques</li> <li>• Clay</li> </ul>
<b>Artists</b>	<ul style="list-style-type: none"> <li>• To learn about great artists</li> <li>• Hockney (or teachers choice)</li> </ul>
<b>DESIGN TECHNOLOGY OBJECTIVES</b>	
<b>Food/ cooking</b>	<ul style="list-style-type: none"> <li>• To Understand and apply the principles of a healthy and varied diet</li> </ul>

	<ul style="list-style-type: none"> <li>• To prepare and cook savoury dishes using a range of techniques</li> <li>• To understand seasonality and to know where ingredients are grown, reared, caught and processed</li> <li>• All to be linked to topic using countries ingredients</li> </ul>
<b>Design</b>	<ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</li> </ul>
<b>Make</b>	<ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• Using saws (appropriate to the material), clamps, glue guns, chisels, nails, wood glue and using proper joins</li> <li>• 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.</li> <li>• Using metal</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>
<b>Technical knowledge</b>	<ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> </ul>
<b>COMPUTING OBJECTIVES</b>	
<b>E-Safety</b>	<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
<b>Coding</b>	<ul style="list-style-type: none"> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>
<b>Multi-media and technology</b>	<ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• 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</li> </ul>