





## **BIG PROJECT OVERVIEW- YEAR GROUP 6**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>BIG PROJECT</b>	Produce a David Attenborough style documentary on an endangered species from a South American habitat. Include information about the location of the habitat, adaptations to the habitat and how it has evolved over time, lifecycle, classification, threats and conservation projects. The documentary inform viewers about the species and include a persuasive tone to encourage viewers to take action to protect this species and others like it.	Can you design, make and evaluate a game which incorporates an electrical circuit and teaches children about an aspect of having a healthy lifestyle? Incorporate graphics to create a magazine advert for the game and use technology to create background music.	<p>Are King Alfred and King Athelstan the strongest examples of leadership in history?</p> <p>Create a balanced argument that compares the leadership skills of King Alfred and King Athelstan with other leaders that you have studied whilst at Hayfield Lane.</p> <p>What skills did these kings demonstrate that had a positive impact on the lives of those that they ruled? What were the long-term and short-term impacts?</p> <p>What other examples can you use from other periods in history to share what strong leadership involves?</p>
<b>MORAL PURPOSE</b>	<p>Understand the importance of biodiversity, wider causes and the implications of climate change</p> <p>Recognise connections and interdependencies between local and global issues</p> <p>Can show appreciation of interdependence between people and planet</p>	Science: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	<p>This project is about recognising the characteristics of good leadership.</p> <p>What skills are required to make a long-term or short-term impact?</p> <p>What qualities does a good leader need?</p> <p>How does a leader inspire others?</p> <p>What does bad leadership look like?</p> <p>What can the impact of this be?</p>
<b>LA STRATEGY LINKS</b>	<p>Great 8 Priorities:</p> <p>Priority 1: Tackle climate change</p> <div data-bbox="616 1177 952 1321" data-label="Image"> </div>	<p>Doncaster 'Great 8' Priority 4: Building opportunities for healthier, happier and longer lives for all.</p> <p>Doncaster 6 Wellbeing Goals 4 Healthy and Compassionate</p>	<p>Understanding how to improve cohesion and resilience within a community by providing opportunities and making a connection with the culture around you.</p> <p>Making sure that everyone around you, those that you are responsible for feel supported and included in the decision and impact that you are making - long-term and short-term.</p>

			 
<b>LINK TO PREVIOUS LEARNING (IN-YEAR AND PREVIOUS)</b>	<p>Y3 Forests- Learn about the forests of North and South America and discuss suitability for Robin Hood</p> <p>Y4 Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things Construct and interpret a variety of food chains, identifying producers, predators and prey. (Animals inc humans) Recognise that environments can change and that this can sometimes pose dangers to living things. (Living things and their habitats)</p>	<p>Y2- Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p> <p>Y4- Identify that animals, inc. humans needs the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Y4- Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Y3- Join materials effectively to build a product Use a range of techniques to shape and mould materials - including how to strengthen, stiffen and reinforce more complex structures</p>	<p>History Curriculum - Legacy as well as Leadership and democracy are whole school themes.</p> <p>Global Citizenship - Discussions about how to address conflict and the effects of conflict at all levels. Understand the importance of resolving conflicts. Community cohesion links. Understanding the importance of respecting all Recognising the benefits and challenges of diversity. Recognising the importance of cultural identity. Recognising the connections between global and local issues. Understand how the lack of power and representation can result in discrimination. Recognise personal strengths and weaknesses. Has openness to new ideas and perspectives. Show active concern at injustice, exploitation and denial of human rights.</p>

		<p>Y4- Measure accurately to build effective structures Use a range of techniques to shape and mould Experiment with a range of techniques to increase stability of structure Use finishing techniques, showing an awareness of audience - eg sanding/varnishing/glazing</p> <p>Y6- Used technology to compose music for documentaries</p>	
<p><b>SCAFFOLD TASKS AND BUILD UP (TIMINGS INCLUDED)</b></p>	<p>2 weeks- Develop Tier 2 and 3 vocabulary through incorporating setting descriptions into narrative writing based around South American habitats.</p> <p>1 lesson and ongoing- Locate key regions of South America using latitude and longitude. Revisit skill for each new location in Darwin's Dragons.</p> <p>2 weeks- Teacher models research skills using Andes mountain environment. Children then decide on own line of enquiry and conduct own research using secondary sources to produce mini-documentary, informing the class about their chosen rainforest region. Use data to demonstrate the impact of humans upon the environment and how changes in the rainforest region can impact on the wider world.</p> <p>Select appropriate movie editing app and discuss how the features of the app can aid in ensuring that the film is suitable for target audience.</p> <p>Watch documentaries and evaluate effectiveness, focusing on camerawork, voiceover, images and content.</p>	<p>4 lessons- Fair testing into the effects of exercise on the body</p> <p>2 weeks- Balanced argument on whether school promotes a healthy lifestyle e.g. breakfast provision, rewards and prizes</p> <p>2 weeks- Investigate the effects of changing components in an electrical circuit, drawing circuit diagrams using recognised symbols.</p> <p>4 lessons- Modelling of manipulation of graphics and text wrapping formats to create magazine advert for games</p> <p>2 lessons- Use Garage Band to compose background music for game</p>	<p>1 week - Reflect on different periods in history that have been studied whilst at Hayfield Lane. Place them on to the timeline and discuss the leadership skills that enabled that society to thrive. Who were the leaders? What happened during that time that didn't involve good leadership? What were the consequences?</p> <p>1 week - Discuss why the Romans left Britain and the consequences on the country now that it was a vulnerable place.</p> <p>1 week - Discuss and compare leadership skills of Vortigern versus those of Hengist and Horsa. Who demonstrated good leadership skills and what was the short-term and long-term impact on the decisions made by Vortigern for Britain?</p> <p>2 Weeks - Compare the leadership skills of King Athelstan and King Alfred. Who was the greatest king? What qualities did they possess that enabled them to have a lasting legacy? Why are they still revered?</p> <p>Write your argument that shares the qualities of strong leadership with examples from across the periods studied so that you can recommend</p>

	<p>2 lessons- Identify and explain adaptations in species identified in Darwin's Dragons and extend to cover other species, including plants. (Science enquiry skill: research)</p> <p>1 week- Produce a page in the style of Atlas of Animal Adventures. Sketch of animal in the centre of the page, surrounded with details of adaptations. (Science enquiry skill: research)</p> <p>2 lessons- Create human classification key to introduce topic, with different children representing the questions within the key. Children then create and use own branching keys to classify animals and plants. Test keys and identify errors.</p> <p>1 week- Mountain Lucky Dip- select a mountain and independently research the location, place on map using latitude and longitude and research formation of mountain range. Produce mini-documentary on selected mountain range. Demonstrate how they have addressed issues from the evaluation of previous documentaries.</p> <p>2 lessons- Produce Fossil Hunters mini-documentary where children discover fossil images and explain to camera what information the fossil reveals. How does this provide evidence for evolution?</p> <p>Biography and balanced argument writing linked to topic to introduce different levels of formality and persuasive element</p>		<p>a leader for other people to aspire to be and also have warnings of leadership examples that can lead to negative decisions and lasting impact that leaves a legacy of consequence / failure.</p>
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