



Topic Plan



Title:	Monstrous Mountains
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Year:	6
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Subject Focus:	Geography
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Rationale: Why are mountains so important? We will introduce pupils to the physical and human importance of a physical geographical feature that covers one fifth of the world's lands surface. This will enable pupils to understand key concepts such as plate tectonics, the formation of different rock types and erosion. It also creates an understanding of the interrelationship of humans with the environments around them.

Start Date:	6 th January 2020
End Date:	14 th February 2020

Opportunities for Home Learning:

Vocabulary	Summit Expedition Avalanche Tectonic Plate Fault Line Base Sherpa Mount Everest Mount Mauna Kea Mount Olympus
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Children could ask adults if they have ever visited a mountain range and what it was like. They could bring in photographs from various trips to be talked about and displayed.

Children could research on a computer or at the library different mountains and present their findings either through art, writing or PowerPoints.

How we will deepen learning:

Children will be encouraged to use computers to research further, posing their own questions and researching the answers independently. Children will be encouraged to use their research to make their Topic work personalised and creative.

Outcome:

The children will be able to explain the importance of mountain ranges in the environment. They will be able explain how various mountain ranges are formed. Children will have produced an individual Topic book from afternoon lessons.

Hook:

Watch 'Everest – The Summit Climb'.

Sharing Success:

Parents and guardians will be invited to spend the afternoon looking at our work. Some of our work will be published on the school website.



Topic Plan



How will we embed our school values?

This topic will provide opportunities for the children to learn to be respectful to the environment and our world on a global scale and give them aspirations of travelling the world. We will also teach children to be resilient by looking at inspirational figures, showing them that hard-work and a resilient attitudes can breed success.

Milestones Covered in this Topic:

<p>Lead Subject:</p> <p>Geography</p>	<ul style="list-style-type: none"> ● Identify and describe how the physical features affect the human activity within a location. ● Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. ● Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). ● Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. ● Describe how locations around the world are changing and explain some of the reasons for change. ● Describe geographical diversity across the world. ● Describe how countries and geographical regions are interconnected and interdependent.
<p>History</p>	<ul style="list-style-type: none"> ● Use sources of evidence to deduce information about the past. ● Select suitable sources of evidence, giving reasons for choices. ● Seek out and analyse a wide range of evidence in order to justify claims about the past. ● Understand that no single source of evidence gives the full answer to questions about the past. ● Refine lines of enquiry as appropriate. ● Use original ways to represent information
<p>Other Subjects:</p>	<p>Reading</p> <ul style="list-style-type: none"> ● Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. ● Predict what might happen from details stated and implied. ● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ● Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. ● Make comparisons within and across books. <p>English</p> <ul style="list-style-type: none"> ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● in narratives, describing settings, characters and atmosphere and integrating dialogue to



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	<p>convey character and advance the action</p> <ul style="list-style-type: none">● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]● assessing the effectiveness of their own and others' writing● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning● ensuring the consistent and correct use of tense throughout a piece of writing
Art	<ul style="list-style-type: none">● Sketch (lightly) before painting to combine line and colour.● Create a colour palette based upon colours observed in the natural or built world.● Use the qualities of watercolour and acrylic paints to create visually interesting pieces.● Combine colours, tones and tints to enhance the mood of a piece.● Use brush techniques and the qualities of paint to create texture.● Mix textures (rough and smooth, plain and patterned).● Combine visual and tactile qualities.● Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).● Use a choice of techniques to depict movement, perspective, shadows and reflection.● Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).