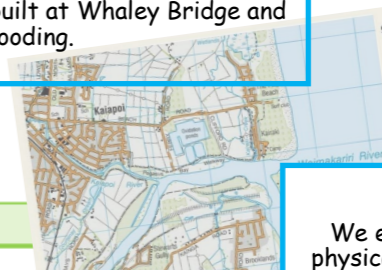


Year Six
Explore
Spring Term

During this project, the driving subjects are *Geography* and *Design & Technology*. We learn about real-world issues and how we can make a difference, learning about different places and communities and how technology can improve people's lives.

Project Launch: Religious Education
We ask: How can religions help people when times get hard?
We begin our project by exploring our values in the context of Jewish and Hindu beliefs about facing **adversity**. We learn about how prayer, ritual and belief are used by religious **communities** when they face difficulties. We look at how faith builds **resilience** and brings **hope** to believers.

Geography:
Our geography learning focuses on the relationship between human beings and water. We find out about the disaster that almost happened at Whaley Bridge in Derbyshire in 2019. To understand the geography of this location, we explore Ordnance Survey maps, using map keys and symbols as well as 4 and 6 figure grid references. This helps us to find out why a dam was built at Whaley Bridge and why the village was vulnerable to flooding.



Project Launch

FOCUS 1

Geography:
We extend our understanding of the physical geography of Whaley Bridge by considering how changes in weather and climate affected this location in the build up to 2019. We find out about rainfall patterns in order to understand why the dam was under pressure, using data and statistics to form opinions and answer questions.

FOCUS 2

Design and Technology: Making and Evaluating
We build our woodwork skills by learning how to measure, cut and join wood accurately and securely. We use these skills to create wooden cuboid frames as the base of our homes. We use craft knives to precisely cut cardboard wall panels and to create a roof net for a triangular prism.
We follow our designs carefully in order to incorporate our flood resistant features. Once completed, we test how well they work when faced with flood water and evaluate the success of our final products.

Design and Technology: Designing
We think about how design solutions can create homes that are resistant to flooding as part of our learning about the changing climate. We evaluate existing flood resistant homes and innovations, thinking about their effectiveness, their affordability and their aesthetic appeal. We consider the relative importance of each of these things when designing a home people will want to buy and use these ideas to design our own.
We build on our prior learning in order to present our design ideas in the form of exploded diagrams, showing our materials and joining methods.

Project Question focus:
We explore how the community came together in the face of the problems with the Dam in 2019. We consider our project values and which ones the people there showed during this time. We ask where they drew their strength from and what we might have done in a similar situation.

FOCUS 3

FOCUS 4

FOCUS 5

Music:
We will explore the different dynamics of music, listening and evaluating music written on the theme of adversity and then having a go at composing our own.

FOCUS 6

Art: Collage
After exploring the power of water through our English lessons, we create collages showing water in different states. We use different textures, colours and shapes to convey movement and depth in our artwork.

FOCUS 7

Geography:
In contrast to our earlier geography work, we explore what happens when there is too little water, using maps and atlases to identify parts of the world where people do not have enough clean water to drink. We consider why climates are different in different parts of the world and what this means for the people who live there.
We explore the lives of people who have to walk to retrieve water on a daily bases and the impact this has on their health and future opportunities.

FOCUS 8

Design and Technology: The work of designers and engineers
We find out about teams of designers and engineers working to enable remote communities to access safe drinking water. We consider the challenges they face when doing this and evaluate some of the solutions they have created, while considering what motivated them to do this work in the first place.
We look in particular at the Village Drill and the ways this innovation was designed to overcome problems of affordability, transportation and maintenance in order to transform the lives of thousands of people around the world.

FOCUS 9

Religious Education
Easter and Salvation
We find out about Christian beliefs about Easter the importance of Jesus' death and resurrection. We learn about why this is such an important event in the Christian calendar.

FOCUS 13

Answering the Project Question:
At the end of the project, we reflect on all of our learning and answer our project question: How do communities work together to face adversity?

FOCUS 12

Art: Sketching
After finding out about the different animals and how they adapted over time in science, we have opportunities to practice drawing from observation, creating sketches of fossils and animals. We use this to develop our use of patterns, tone and texture in drawing.

FOCUS 11

Project Question focus: Fundraising
We learn about the Village Drill which is an example of borehole technology specifically invented to help communities in remote parts of the world gain access to safe drinking water. We work together to raise money in support of a drill project so that we can also help communities to overcome this adversity.

FOCUS 10

How do communities work together to face adversity?