

Year group: 6

Term: Autumn (1st Half)

Topic: Disaster! Pompeii AD79

Alongside: Looking After Our World

Kernow Cluster Topic Overview Sheet

Objectives



Opportunities for outdoor learning:

- Explore invertebrates in school grounds and how they are adapted to their environment.

Key vocabulary:

Pompeii, volcano, eruption, magma chamber, vent, volcanic bombs, ash, lava, secondary vent, throat, plate tectonics, disaster, epicentre, fault line, seismic waves, Roman

PSHE objectives:

- Understanding rights and responsibilities in a democratic society.
- Increase understanding of environmental and sustainability issues.

Digital literacy:

Talking Safely Online: Understand that the Internet is a great place to develop rewarding relationships. Understand not to reveal private information to a person they know only online.



Pompeii AD 79

Opportunities for trips / visitors:

Local farm shop
Islam Day – Workshops by Daya

Whole class texts:

Escape from Pompeii – Christina Balit
You Wouldn't Want to Live in Pompeii - John Malam
My Story: Pompeii – Sue Reid

History objectives:

- Use a range of historical sources and artefacts (linked to the Roman Empire).

PE objectives:

- Dribble the ball at speed holding the hockey stick correctly.
- Pass/receive the ball accurately whilst moving in hockey.
- Play competitive games and select the best ways to attack and defend in hockey.

Maths objectives:

- Round any whole number to a required degree of accuracy.
- Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.
- Multiply one-digit numbers with up to two decimal places by whole numbers. Multiply multi-digit numbers up to 4 digits by a two-digit number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division
- Solve addition and subtraction multi-step problems in contexts.

English objectives:

- Use informal language to write diary entries (Pompeii eruption).
- Use formal language to produce a balanced argument about living near a volcano.
- Write an explanation of how and why volcanoes erupt.
- Use personification, similes, metaphors and alliteration in poetry (Vesuvius erupting).

Geography objectives:

- Describe and understand key aspects of: physical geography, including plate tectonics and the structure of the Earth i.e. core, mantle, crust.

Music objectives:

- Use and understand staff and other musical notations.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Science objectives:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution.

Languages objectives:

- Speak in sentences, using familiar vocabulary, phrases and basic language structures writing.
- Describe people, places, things and actions orally and in writing.

Art objectives:

- Improve mastery of art and design techniques, including sculpture with clay. Create clay models of people from Pompeii.
- Use ovals to draw the human body.

Computing objectives:

- Use search technologies effectively.
- Appreciate how results are selected and ranked.
- Be discerning in evaluating digital content.

RE objectives:

- To know how Moses communicated the commandments to his people to help them become the People of God.
- To know the major liturgical feasts of the Church.
- Examine the role of prophets in Islamic religion.

Design Technology objectives:

- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

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Skills



- Links to previous topics:**
- The Roman Empire. (Y3)
 - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3)
 - Describe and understand key aspects of: physical geography including volcanoes. (Y3)

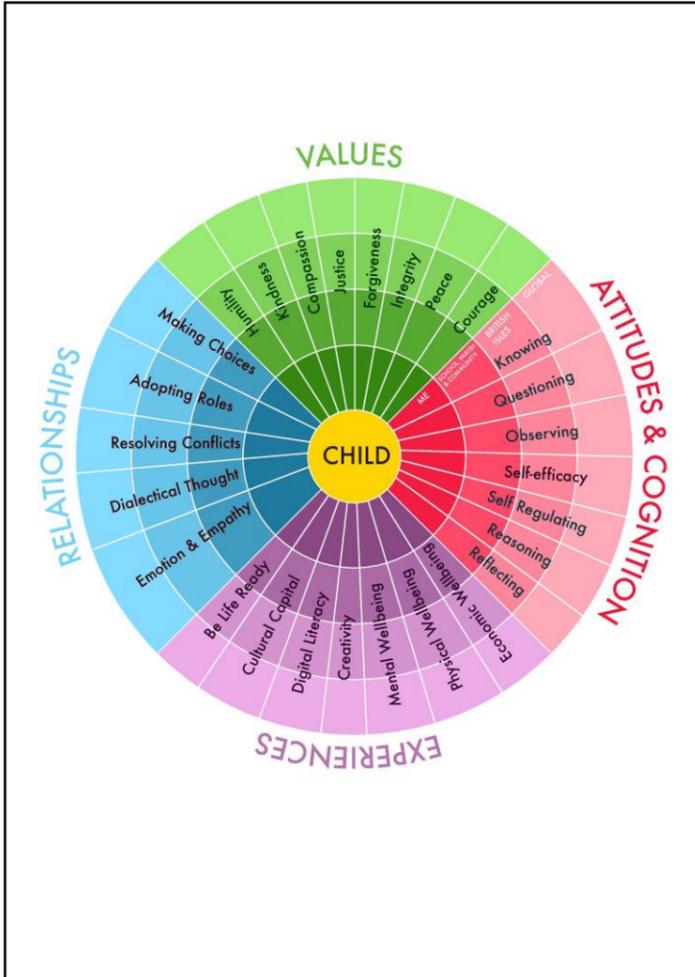
- Links to future topics: Y7**
- Maths – Solve multi-step problems.
 - PE – Hockey. Develop skills to improve performance.
 - RE – Key beliefs in Islam.
 - Languages – Talk about the school day and daily routine.
 - Music – Composition.

- PSHE:**
- Describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.
- British values:**
- Responsibility. Law. Respect.

- Maths skills:**
- Solve multi-step problems by breaking down complex calculations into simpler steps
 - Read, write, count and order numbers to at least 1,000,000 and know place value up to 3 d. p.
 - Round numbers and measures to an appropriate degree of accuracy.
 - Multiply HTU x TU including problem solving
 - Divide a whole number by a two-digit number using short division where there is a remainder.

- History skills:**
- Support evaluations with a range of effective evidence from a range of appropriate sources.
 - Interpret and evaluate a key historical event (the eruption of Mount Vesuvius) from more than one perspective or view point.
 - Recognise some of the strengths and limitations in terms of archaeological evidence.

- PE skills:**
- Explain and evaluate the different techniques used for passing, controlling, dribbling and shooting the ball in games.
 - Make and apply a range of decisions quickly and appropriately in games.
 - Play in a number of attacking and defending positions effectively.
 - Apply rules consistently and fairly.



Opportunities for home learning / cultural capital:

Falmouth Art Gallery
Tremenheere Sculpture Gardens – Penzance

- Set homework:**
- Research for a fact file about Pompeii.
 - Photographs/images of people in action.
 - Revision of the four main written calculation methods.

- Geography skills:**
- Understand the key processes in physical geography linking the location of volcanoes to plate tectonics.
 - Describe how decisions made about places and environments can impact on the lives of the people who live there, considering why people choose to live near volcanoes.

- Music skills:**
- Use appropriate notation to effectively plan, revise and refine a musical score.
 - Use knowledge of notation to depict, discuss and adapt rhythmic phrases and patterns.

- Science skills:**
- Recognise some situations in which a fair test cannot be carried out.
 - Identify a range of scientific evidence that has been used to support or refute ideas or arguments.
 - Link adaptations to the changes in an organism's environment and know that adaptation leads to evolution.

- Languages skills:**
- Make use of important social conventions such as formal modes of address.
 - Talk with others and express in simple terms opinion and point of view.
 - Write a range of sentences (link with French school).

- Art skills:**
- Use a variety of natural and man-made materials.
 - Create relief models of a volcano with wire.
 - Manipulate and decorate clay to create a person using a variety of techniques, e.g. coiling, modelling, carving, impressing, use of glazes.

- Computing skills:**
- Work independently to create a multi slide presentation that includes speaker's notes.
 - Present to a large group or class using the notes made.
 - Use advance search functions in Google (quotations).
 - Understand websites such as Wikipedia are made by users (link to E-Safety).
 - Use strategies to check the reliability of information (cross check with another source such as books).

- RE skills:**
- Use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities.
 - Ask and suggest answers to, questions of identity, belonging, and meaning in relation to an individual's life and that of others.
 - Discuss how similarities and differences illustrate distinctive beliefs within and between religions and can suggest possible reasons for this.

- Design Technology skills:**
- Understand the source, seasonality and characteristics of a broad range of ingredients.
 - Understand the principles of cleaning to prevent cross-contamination, chilling foods thoroughly
 - Develop and communicate ideas using annotated sketches, detailed plans, 3D and mathematical modelling, oral and digital presentations and computer-based tools.