



— YEAR 6 —



outdoor-Ed Curriculum



What are we going to learn? Science

- ▶ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.
- ▶ Use a classification key.
- ▶ -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- ▶ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Key Vocabulary:

- ▶ Suited, adapted, environment, inherited, species, fossils Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, nonflowering



SPRING 2



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What are we going to learn? Geography

- ▶ use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world
- ▶ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- ▶ use maps, atlases and globes to locate countries and describe features studied
- ▶ Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK

Key Vocabulary:

- ▶ (oil, gas, coal), Marine, ocean (and the names of the world's oceans), endangered species, enquiry, biodiversity, recycle, waste Sustainability, habitat destruction, endangered, extinction, conservation, Renewable and non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels Human/physical features, topographical features, region, enquiry, future, Housing: detached, semi-detached, terraced housing, flats/apartments, bungalow, Industry, employment, primary, secondary, tertiary or quaternary, Amenities, accessible, public services, public spaces, Community spirit, public spaces, Sustainable development.



SPRING 2



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What are we going to learn? PSHE

- ▶ I am motivated to care for my physical and emotional health
- ▶ I understand why it is important to stretch the boundaries of my current learning * I can set success criteria so that I know whether I have reached my goal
- ▶ I can identify my goals for this year, understand my fears and worries about the future and know how to express them
- ▶ I know that it is important to look after my mental health * I know how to take care of my mental health
- ▶ I am aware of the importance of positive self-esteem and what I can do to develop it

Key Vocabulary:

- ▶ Self-image, self-esteem, real self,, opportunities Responsibility, choice, prevention,, motivation, Mental health, ashamed, stigma, stress, anxiety, support, worried, signs, warning, goals , worries, fears, value, welcome, choice Dream, hope, goal, learning, strength, stretch, achievement, personal realistic, unrealistic, feeling, success



SPRING 2



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What are we going to learn? Sustainable Development Goals



- Ensure healthy lives and promote well-being for all ages.
- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Achieve gender equality and empower all women and girls
- Take urgent action to combat climate change and its impacts
- Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage [forests](#), combat [desertification](#), and halt and reverse [land degradation](#) and halt [biodiversity](#) loss



SPRING 2