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Description automatically generated**Newquay Junior Academy - Summer Sequence - Year 6**

**‘Coasts’**

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| **SCIENCE**  **Prior knowledge...**  Recognise that they need light in order to see things and that dark is the absence of light.  Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by a solid object.  Find patterns in the way that the sizes of shadows change. |  | **COMPUTING – FIRST HALF TERM**  **Prior knowledge…**  Pupils should have knowledge and understanding of creating media by guiding them systematically through the process involved in creating a video. The unit builds on the Year 4 unit ‘Photo editing’ where composition is introduced and the Year 3 unit ‘Stop-frame animation’ where pupils explored some of the features of video production. By the end of this unit, pupils will have developed the skills required to plan, record, edit, and share a video. |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge…**  This unit assumes that learners will have prior experience of programming using block-based construction (e.g. Scratch), understand the concepts of ‘sequence’ and ‘repetition’, and have some experience of using ‘selection’. Ideally, learners will have completed ‘Programming A – Selection in physical computing’ before undertaking this unit, as this will provide them with the required knowledge of ‘selection’. |  |
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| **INTENT**  Light and sight  Pupils will be able to explain that light travels in straight lines and will be able to use this knowledge to investigate how we see. |  | **INTENT**  Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building. |  | **INTENT**  This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.  Design features prominently in this unit. A design template is introduced in Lesson 3, initially scaffolded to give pupils the opportunity to create code from a given design. In Lesson 4 that scaffolding is gradually reduced, then in Lesson 5, pupils create their own design, using the same template. In the final lesson, pupils will apply their knowledge of the programming constructs and use their design to create their own micro:bit-based step counter. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Light and seeing - Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent, reflect absorb emitted scattered refraction  Animals see light sources when light travels from the source into their eyes.  Animals see objects when light is reflected off that object and enters their eyes.  Light reflects off all objects (unless they are black). Non-shiny surfaces scatter the light so we don’t see the beam.  Light travels in straight lines. |  | **VOCABULARY/STICKY KNOWLEDGE**  3D model, 3D space, placeholders, objects, duplicating, model, grouping, ungrouping |  | **VOCABULARY/STICKY KNOWLEDGE**  Selection, constructs, micro:bit, physical device, repetition, variables |  |
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| **SEQUENCE OF LESSONS:**  **Light and sight**  Which Is the odd one out? [Shine a light - Explorify](https://explorify.uk/en/activities/odd-one-out/shine-a-light)  1.To explain how the eye works.  2.To recognise that light appears to travel in straight lines.  3.To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.  4. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then into our eyes.  5. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |  | **SEQUENCE OF LESSONS:**  1.To explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.  2. To recognise that you can work in three dimensions on a computer  3. To identify that digital 3D objects can be modified  4. To recognise that objects can be combined in a 3D model  5. To create a 3D model for a given purpose  6. To plan my own 3D model  7. To create my own digital 3D model |  | **SEQUENCE OF LESSONS:**  1.To explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including degrees of anonymity.  2. To create a program to run on a controllable device  3. To explain that selection can control the flow of a program  4. To update a variable with a user input  5. To use a conditional statement to compare a variable to a value  6. To design a project that uses inputs and outputs on a controllable device  7. To develop a program to use inputs and outputs on a controllable device |  |
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| **OUTCOME/COMPOSITE**  Light and sight  Pupils will use play-doh to create their own version of an eye and be able to explain how it works. |  | **OUTCOME/COMPOSITE**  This unit progresses students’ knowledge and understanding of creating 3D graphics using a computer. Prior to undertaking this unit, learners should have worked with 2D graphics applications. |  | **OUTCOME/COMPOSITE**  This unit presumes that pupils are already confident in their understanding of sequence, repetition and selection independently within programming. If pupils are not yet ready for this, you may wish to revisit earlier programming units where these constructs are introduced. |  |

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**‘Coasts’**

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| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **Prior knowledge...** This half term of RE will draw on the children’s understanding of **Christianity** in **Y3, Y4. Y5** and **Y6.**  **Y3** (Units L2.1, L2.2 & L2.5)  **Y4** (Units L2.3, L2.4 & L2.6)  **Y5** (Units U2.2, U2.3 & U2.4)  **Y6** (Units U2.1, U2.11 & U2.6) |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge…** This half term will draw on the children’s understanding of the **Kernewek** curriculum from **Y4**.  **Y4** (Unit L2.11). |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge…** Pupils should be able to identify that athletics includes running, jumping and throwing events. Pupils will be able to sprint, run whilst pacing, participate in a relay with a baton change over, jump using a developing technique and throw with a developing technique. |  |
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| **INTENT**  Christianity (Unit U2.6)  Key Question: For Christians, what kind of king was Jesus? (Kingdom of God) |  | **INTENT**  Kernewek (Unit U2.12)  Key Question: Does faith help people in Cornwall when life gets hard? |  | **INTENT**  In ATHLETICS, pupils will continue to build on the fundamental skills they learnt in years 3,4 and 5. They will be able to perform in Primary Athletic events as well being able to evaluate and suggest ways to improve performance. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  **Salvation**: The word we use to talk about how Jesus saves us is called salvation. It means we’ve made right with God.  **Parable:** A simple story with a moral, or a story told to teach a lesson e.g. the story about the boy who cried wolf, which is used to teach children not to lie.  **Heaven**: A concept of the afterlife (what happens after somebody dies) in many religions. Some people who believe in heaven say that it is a place that is perfect.  **Jesus**: God's Son who died for sin, came back to life, and is the only way to heaven.  **Kingdom of God (Heaven):** An important religious idea. It is found in Judaism, Christianity and Islam. God has a 'Kingdom' of his own. The Parables of Jesus talk about the Kingdom. Life here is seen as a test for us and if we follow the orders of God and do good deeds then we shall be rewarded in an Afterlife, where 'good' people alone will enter the heaven with all its joys.  **Worship:** Love and devotion shown to a being or an object considered sacred. Many religions give worship to God on a particular day of the week. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Kernewek:** A language spoken in Cornwall, including religious belief, ceremonies and festivals.  **Sacred**: Something considered to be holy and deserving respect, especially because of a connection with a god  **Celtic**: Anything that refers to the Celtic languages and cultures. Celtic priests were called druids.  **Methodism**: Is a branch of Protestant Christianity. It is based on the ideas of a man named John Wesley, who lived in the 1700s.  **Faith**: Is a belief in the existence of God, including strong religious feelings or beliefs.  **Traditions**: Is the handing down of a culture's beliefs and customs from parents to children over many years. |  | **VOCABULARY/STICKY KNOWLEDGE**  Technique Rules Pacing Sprinting Jumping Throwing Baton Changeovers Strength Power Relay |  |
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| **SEQUENCE OF LESSONS:**  1. To begin to explore the concept of the Kingdom of God in Christianity.  2. To consider what the Parable of the Feast might mean.  3. To consider what the Parable of the Tenants in the Vineyard might mean.  4. To consider what kind of king Jesus is and therefore what his kingdom would be like.  5. To know that many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. |  | **SEQUENCE OF LESSONS:**  1. To explore the ups and downs of life.  2. To focus on what makes life hard.  3. To identify how Truro Cathedral supports people when times get hard.  4. To identify how people try to make a difference in the community.  5. To answer the key question ‘Does faith help people in Cornwall when things get hard?’ |  | **SEQUENCE OF LESSONS**  1.To be able to use a sprint start and run with a strong technique.  2. Be able to run for a long-distance using pace and strategy. Identify and recognise distance events within athletics.  3. To understand the safety aspects involved with jumping and be able to perform the standing-long jump in line with the rules.  4.To be able to link the hop, jump, step together to perform the standing triple jump in line with the rules.  5.To be able to identify a ‘pull’ throw and be able to throw for distance using a solid technique.  6. To understand the concept of a ‘push’ and a ‘sling’ throw and be able to participate in a chest push and throw using a good technique. |  |
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| **OUTCOME/COMPOSITE**  Pupils to draw what the Kingdom of God may look like (Poster, drama, ICT). |  | **OUTCOME/COMPOSITE**  Pupils to identify ways to support each other during their transition to Secondary school. |  | **OUTCOME/COMPOSITE**  Pupils will be able to participate in all primary athletics events with a secure technique. They will be able to evaluate their own and others performances and suggest ways of improvement. |  |

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| **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge…** Pupils should be able to throw and catch using both underarm and overarm throws. Pupils should have a developing understanding of techniques involved whilst batting. Pupils should be able to play both rounders and kwik cricket in line with the rules. |  | **PSHE – FIRST HALF TERM**  **Prior knowledge...** Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online |  | **PSHE – SECOND HALF TERM**  **Prior knowledge...**how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally • sexual intercourse can lead to conception |  |
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| **INTENT**  In ROUNDERS AND CRICKET, Pupils will be able to apply all of their skills into both rounders and cricket games with a sound understanding of the rules of the game. They will be able to play the game using strategies and tactics. |  | **INTENT**  **Pupils will ...**look at mental health and how to take care of their own mental well-being; talk about people who can try to control them or have power over them; look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way. |  | **INTENT**  **Pupils will ...** learn about childbirth and the stages of development of a baby, starting at conception; talk about being physically attracted to someone and the effect this can have upon the relationship; discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don’t want to. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  English catch Australian catch Strategies Rounders positions Deep fielder No-ball Wicket |  | **VOCABULARY/STICKY KNOWLEDGE**  Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power,  · Know that it is important to take care of their own mental health  · Know ways that they can take care of their own mental health  · Know the stages of grief and that there are different types of loss that cause people to grieve |  | **VOCABULARY/STICKY KNOWLEDGE**  Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement.  · Know how a baby develops from conception through the nine months of pregnancy and how it is born  · Know the importance of self-esteem and what they can do to develop it |  |
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| **SEQUENCE OF LESSONS**  1. To recap and further develop underarm and overarm throws and be able to identify the fielding positions in rounders.  2. To be able to bat whilst varying the power and direction in rounders using a solid technique. Pupils will understand the safety aspects involved in batting.  3.To know the basic rules for rounders and be able to apply skills into a game. Some pupils will begin to apply strategies into game play.  4. To know the difference between an ‘English’ and ‘Australian’ catch and understand the importance of ‘cushioning’ the ball when catching it.  5. To be able to bat using a developing technique in cricket.  6.To be able to play a game of ‘kwik cricket’ in line with the rules and with the use of strategies and tactics. |  | **SEQUENCE OF LESSONS:**  1.To discuss: What is Mental Health?    2.To consider my own mental health    3.To develop strategies for dealing with love and loss    4.To develop power and control within a group.    5.To consider being online: Real or Fake? Safe or Unsafe? |  | **SEQUENCE OF LESSONS:**  1.To discuss how to develop self-esteem.  2.To consider how they feel about puberty  3.To describe the changes from conception to birth  4.To consider how friendships can change (Boyfriends and girlfriends)  5.To develop strategies to dismiss negative body talk |  |
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| **OUTCOME/COMPOSITE**  Pupils will be able to throw, catch and bat under pressure whilst using a solid technique. They will be able to play both kwik cricket and rounders inline with the rules. Most pupils will be able to play games with the use of strategies and tactics. |  | **OUTCOME/COMPOSITE**  Pupils will…  Know that it is important to take care of their own mental health  Know ways that they can take care of their own mental health |  | **OUTCOME/COMPOSITE**  **Pupils will…**  Know how being physically attracted to someone changes the nature of the relationship  Know the importance of self-esteem and what they can do to develop it |  |

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| **DESIGN TECHNOLOGY**  **Prior knowledge...**  Pupils can:  Design to meet a brief and develop ideas.  Understand that a mechanism is a system of parts working together to control a motion.  Work safely when handling tools  Measure accuracy using mm.  Cut with a good degree of accuracy.  Finish a product to a good standard. |  | **MUSIC - Production Performance Skills**  **Prior knowledge...**  **Composition notation (Theme: Ancient Egypt)**   * A ‘theme’ is a main melody in a piece of music. * ‘Variations’ in music are when a main melody is changed in some way throughout the piece. * ‘The Young Person’s Guide to the Orchestra’ was written in 1945 by Benjamin Britten. * Representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly. |  | **GEOGRAPHY**  **Coastal features and Geographical skills**  **Prior knowledge and skills…**pupils should have an awareness of the terms: latitude/longitude, equator, hemispheres, tropics, Arctic circle and Antarctica. Be able to name and locate the continents and understand about different biomes and ecosystems on Earth. Have some knowledge of North/South America and Europe and be able to discuss their ‘bucket list’. They should be able to understand the impact humans have on Earth’s environment.  Pupils learn how to measure the flow rate of a river and estuary. They will use 6 figure grid referencing to orientate on OS maps and pinpoint human/physical features. Interpret keys and use to identify key human and physical features.  Use contour lines to build a 3D model of a hill shown on a map. Use a compass in a practical situation to accurately move around an area. |  |
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| **INTENT**  **Mechanical systems: Automata toys**  **Mark, saw and cut out the components with a varying degree of accuracy to the intended measurements.**  **Follow health and safety rules, taking care with the equipment.**  **Attempt a partial assembly of their toys using an exploded-diagram, following a teacher’s demonstration.**  **Develop a design idea with some descriptive notes.**  **Explore different cam profiles and choose three for their follower toppers with an explanation of their choices.**  **Create neat, decorated follower toppers with some accuracy.**  **Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata.**  **Decorate and finish the automata to meet the design criteria and brief.**  **Evaluate their finished product, making descriptive and reflective points on function and form.** |  | **INTENT**  To use musical notation to record music, recognising pitch and note length and incorporating the key elements of music. |  | **INTENT**  Pupils build on previous knowledge of the Cornish coast and how it is constantly changing.  Pupils consolidate and build on the previous years of map work. They demonstrate their knowledge of 6 figure grid referencing and use and create keys to help with orientation.  Pupils experience using OS maps and compasses to plan journeys and orientate themselves on treasure hunts and orienteering courses.  Pupils experience secondary school type geography by combining science to carry out investigations. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  **Accurate, assembly-diagram, automata, axle, bench hook, cam, clamp, component, cutting list, diagram, dowel, drill bits, exploded-diagram, finish, follower, frame, function, hand drill, linkage, mark out, measure, mechanism, model, right-angle, try square, tenon saw** |  | **VOCABULARY/STICKY KNOWLEDGE**  features, notation, repeating, unison, composition, structure, repetition, melody, tempo, compose, ensemble, minor key   * ‘Major’ key signatures use note pitches that sound cheerful and upbeat. * ‘Minor’ key signatures use note pitches that can suggest sadness and tension. * ‘Graphic notation’ means writing music down using your choice of pictures or symbols but ‘staff notation’ means music written more formally on the special lines called ‘staves’.   Texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. |  | **VOCABULARY/STICKY KNOWLEDGE**  Sticky Knowledge **–** Pupils should be able to explain how erosion and deposition work and how this shapes the coastline. They should be able to independently create a map with a key and six figure grid reference. Pupils should know what the contour lines show on an OS map.  **Vocabulary** – headland, sea stack, estuary, erosion, deposition, flow rate, topography, orienteering, compass, contour lines. |  |
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| **SEQUENCE OF LESSONS:**  **Lesson 1: Automatas**  **To prepare wood for assembly by measuring, marking and cutting each piece**  **Lesson 2: Frame assembly**  **To assemble the automata frame components and supports with the help of an exploded-diagram**  **Lesson 3: Experimenting with cams**  **To explore the relationship between cam profiles and follower movement, to inform a design decision**  **Lesson 4: Finishing touches**  **To apply the housing and finishing touches to the automata frame** |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Here come the Egyptians**  To sing with accuracy, fluency, control, and expression.  **Lesson 2: Hieroglyphic score**  To explore and use different forms of notation.  **Lesson 3: Play like an Egyptian**  To understand note length.  **Lesson 4: Pitch pyramids**  To read simple pitch notation.  **Lesson 5: Egyptian farewell**  To use hieroglyphs and stave notation to write a piece of music. |  | **SEQUENCE OF LESSONS:**  **Geography day number one – Coasts**  **Stand-alone day revising and embellishing knowledge and skills from previous years at NJA.**  **Children will take part in the following activities:**  **•Power point presentation about coastal features and coastal erosion.**  **•Map work using OS maps to pinpoint sea stacks and other geographical coastal features (beaches, estuary, etc) in Newquay then Cornwall.**  **•Fieldwork (art) – sketching coastal features.**  **•Making a working model of erosion using sand and stones to make a coastline then eroding it (alternative to do this on the beach and watch the waves erode their model).**  **•Make a flick book (or animation) of erosion in action.**  **•Explore some of the caves and observe effects of erosion at Tolcarne beach.**  **Geography day number two – Practical map skills**  **Tretherras**  **Using compasses and map skills to complete the Tretherras orienteering course.**  **Boating Lake**  **What 3 words challenge where the children have to use their phones to find clues located in different parts of the boating lake area. This could be turned into a treasure hunt type activity.**  **NB – if time allows children have an opportunity to reflect on their SWAY ‘bucket list’. Amending it or adding to it as they see fit.** |  |
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| **OUTCOME/COMPOSITE**  **To have designed and made an automata toy with moving mechanisms.** |  | **OUTCOME/COMPOSITE**  Perform with confidence and in time with others to another Y6 class. |  | **OUTCOME/COMPOSITE**  To produce a video of erosion in action.  To create a model of a hill using contour lines.  To carry out a scientific geographical investigation with a table of results. |  |

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| **HISTORY**  **Prior knowledge**…will have learnt about World War II and the work of the Home Guard    **Ancient Egypt** | |  | **SPANISH**  **Prior knowledge...** remember and use simple nouns, adjectives and verbs with simple conversations from last term. |  | **ART**  **Prior knowledge…** Pupils will know the terms Traditional, Modern and Contemporary  They have drawn in sketch and continuous line styles  Many of them will have visited London with the school trip. |  |
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| **INTENT**  Pupils will learn about the importance of the River Nile to sustain a civilisation, how farming was essential and the Egyptian beliefs of the afterlife. | |  | **INTENT**  Pupils will ask for three drinks and three snacks politely. Can ask politely for a typical Spanish meal.  Pupils will create a simple mindfulness script using senses verbs. Can recall familiar core language. Can participate in short sketches using familiar language. |  | **INTENT**  **Pupils will investigate the work of an architect and key examples of London architecture. They will find out the identity of the architects who designed these examples and look at the style of sketching used to communicate initial ideas to clients. They will use an innovative method of sketching, demonstrated on the RIBA website (Royal Institute of British Architects).** |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Canopic jars, cartouche, hieroglyphics, irrigation, mummy, sarcophagus, scarab, tomb, papyrus, pyramids, shaduf | |  | **VOCABULARY/STICKY KNOWLEDGE**  Bebidas- drinks  Comidas- foods  Un café- a black coffee  Un té- a tea  Un café con leche- a coffee with milk  Un refresco- fizzy drink  Agua- some water  Una pizza= a pizza  Un bocadillo – a sandwich  Patatas fritas- some chips  Churros – sweet doughnut batter sticks served with chocolate  ¿Qué desea?- What would you like?  Tomaré – I’ll have  Quisiera- I would like …  Gracias- thank you  por favor- please  La cuenta, por favor- the bill, please  Espaguetis- spaghetti  Patatas fritas con huevos – Egg and chips  Croquetas – croquettes  Tortilla- tortilla (a Spanish omelette)  Natillas- egg custard  Patatas bravas – spicy potato chunks  Salchichas- little sausages  Filetes - steaks  El restaurante- the restaurant  ¿Tiene una mesa para cinco? – Have you got a table for **5** people?  Tomaré– I’ll have  Quisiera…I would like  Gracias- thank you  Quiero más – some more please  Está delicioso- It’s delicious  Entrantes- starters  Comidas – meals  Postres- desserts  El menú- the menu |  | **VOCABULARY/STICKY KNOWLEDGE**  Architects design buildings, there are many different styles of architecture.  The Shard is designed by Renzo Piano, The Gherkin and City Hall are designed by Norman Foster, St Paul's Cathedral was designed by Sir Christopher Wren, The Natural History Museum was designed by Alfred Waterhouse  Architects communicate their initial ideas to their clients using sketches, models and 3d graphics.  Architects, façade, cityscape, perspective, architecture, urban |  |
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| **SEQUENCE OF LESSONS:**   1. What can we quickly find out to add to what we already know about Ancient Egypt? 2. How can we discover what Ancient Egypt was like over 5,000 years ago? 3. What sources of evidence have survived and how were they discovered? 4. What does the evidence tell us about everyday life for men, women and children? 5. What did the Ancient Egyptians believe about life after death and how do we know? 6. What did Ancient Egypt have in common with other civilizations from that time? | |  | **SEQUENCE OF LESSONS:**   1. 1. To I know some facts about café culture 2. I can ask for snacks and drinks politely 3. I can take part in a café role play 4. I can take part in a sketch about a café 5. I can understand information about Spanish food and meals 6. I can follow a story about going to a restaurant   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. To write sentences using senses verbs 2. To create and perform a mindfulness script 3. To perform a magician’s sketch in another language 4. To write my favourite words in French 5. To perform a superstar sketch 6. To Perform! |  | **SEQUENCE OF LESSONS:**  Over 4 sessions:  1. To consider: what does an architect do?  2. To know three architects whose creations can be seen in London.  3 and 4. To create architectural inspired drawings of a cityscape.  Aim of the Art unit:  To understand what being an architect entails  To be able to name 3 key, influential architects  To be able to discuss and compare architectural styles.  To identify key important examples of architectural style in London.  To imitate the city skyline of London using junk, photography and overlaid drawing. |  |
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| **OUTCOME/COMPOSITE**  Pupils will have the opportunity to mummify a tomato/chicken | |  | **OUTCOME/COMPOSITE**  Create own themed menus  Perform a superstar sketch. |  | **OUTCOME/COMPOSITE**  Pupils will revisit and extend drawing skills, applying them in a new context. They will all produce a critique / comparison of architects and styles of London architecture and contemporary style sketches of buildings and cityscapes. These will be exhibited and showcased to the Year 7 teachers. |  |
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