

Y6	Brave New World						
	Imagine if... you lived in wartime Newbury						
	Thinking like a scientist	Thinking like a computer scientist	Thinking like a historian	Thinking like a musician	Thinking like a designer	Thinking like a theologian	Thinking like a geographer
	<ul style="list-style-type: none"> Living things and their habitats – how are things classified and what groups do I know? What are the main groups? – Taxonomy Who first came up with this idea? – Carl Linnaeus. 		<ul style="list-style-type: none"> WW2 – Chamberlain’s speech announcing the war. Air-raid siren: prepare the classroom for an air raid. Use a timeline to order and explore the major events of the war to understand why it happened. What were the experiences and feelings of evacuees to Newbury? - How can different sources of evidence show us what it was like? Create an annotated map to the extent that Newbury was bombed during WW2. 	<ul style="list-style-type: none"> Perform a song from WW2. 		<ul style="list-style-type: none"> What is the best way for a Muslim to show commitment to God? - What is a commitment? What helps commitment? What hinders commitment? How do we show commitment? Recap 5 pillars of Islam. Salat – how does this way of praying show commitment? Third pillar of Islam – Zakah – donating money to charity. Duty / choice? How else can we help those less fortunate? Fourth pillar of Islam – Sawm – fasting during Ramadan. Discuss the meaning of this. Recap Hajj (Y2) – 	

			<ul style="list-style-type: none"> • Understand the role of Greenham Common during the war. • What impact did WW2 have on Newbury? 			<p>pilgrimage to Mecca. Order practices which demonstrate Muslims' commitment to God.</p> <ul style="list-style-type: none"> • Muslim visitor to answer pre-prepared questions. 	
Imagine if... you were a travel writer							
	Thinking like a scientist	Thinking like a computer scientist	Thinking like a historian	Thinking like a musician	Thinking like a designer	Thinking like a theologian	Thinking like a geographer
	<ul style="list-style-type: none"> • Living things and their habitats - How can I classify plants growing in the school grounds? Classify vertebrates and invertebrates from a different country. • Animals including humans – Explain which foods from different countries are healthy or unhealthy. Which ingredients are (un)healthy? Why – what do these 	<ul style="list-style-type: none"> • Use search technologies to effectively research a country of their choice. • Appreciate how results are selected and ranked. • Be discerning in evaluating digital content. • Select, use and combine information from different software applications to design and create a website to 			<ul style="list-style-type: none"> • Food technology - Can I design and make a dish from my focus country? Can I include healthy ingredients? Can I prepare and cook with a range of techniques? Can I consider seasonality, and know where and how a variety of ingredients are grown, reared, 		<p>What is it like in ___? Research a country of their choice (from a given selection) in terms of location, physical and human geography and wildlife.</p> <ul style="list-style-type: none"> • LOCATION of my country: continent; Northern/Southern hemisphere, or equatorial; latitude, longitude, tropics; time zone • PHYSICAL GEOGRAPHY: climate zones, biomes and

	<p>ingredients do for the body?</p> <ul style="list-style-type: none">• Evolution and Inheritance - How has an animal from a different country adapted to suit its environment? How is the animals' body suited? Has the animal changed over time – evolution?	<p>present information clearly and attractively.</p>			<p>caught and processed?</p>		<p>vegetation belts, rivers, mountains, volcanoes and earthquakes</p> <ul style="list-style-type: none">• HUMAN GEOGRAPHY: types of settlement and land use, trade links, and the distribution of natural resources including energy, food, minerals and water.
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