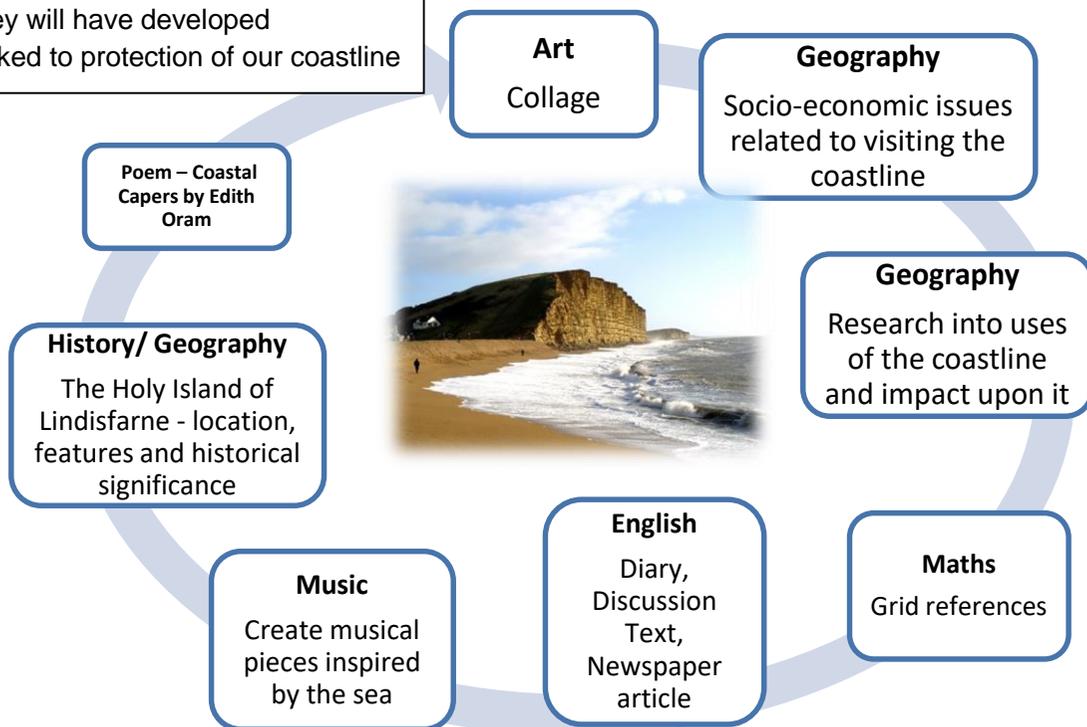


Spring 2 Curriculum Unit –Year 6

At the end of this unit children will encourage children to live as responsible citizens as they will have developed knowledge linked to protection of our coastline



Key Learning:-

Children will explore coastal erosion and deposition. They will compare two coast lines – one in Britain and one in North America. Children will also consider instruments, melodies and lyrics in musical pieces connected with the sea

As geographers – children will identify the key events leading to coastal erosion; compare and contrast different coastlines; use 6 figure grid references to locate key places and also identify symbols on maps; consider the impact of wind farms

As musicians – Children will create and perform their own compositions linked to sea activity

As writers – children will be journalists and will write an online article. They will also write a discussion text around the issue of coastal land use.

As artists – children will develop collage to create textures within their work reflecting a coastline

| 4 Rs Resourcefulness Reciprocity Reflection, Resilience | Oracy | Be excited and curious to learn | Spirituality: soar in faith | Spirituality: soar in talents | Wisdom | Serve others courageously |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Sharing information for the benefit of other Understanding how other countries should learn from others' mistakes | <ul style="list-style-type: none"> verbally describe findings to a small group Present information to others | <ul style="list-style-type: none"> What do the photos of the coastline show? Interest in local coastlines Why are some coastal areas more popular than others? | <p>Links to the rhythm of the sea – why do many people feel a connection to the ocean? To looking out over the sea?</p> | <p>Emotions involved and evoked from protecting the coastline – how can we use our talents to protect the coastline?</p> | <ul style="list-style-type: none"> How have coastlines changed? What purpose do they now have? Why should we protect them for the future? | <ul style="list-style-type: none"> Working together to write a piece of music Performing the music together Responding to others' work |

| 1 Pre-exposure | 2 Preparation | 3 Initiation & acquisition | 4 Elaboration Incubation & memory encoding | 5 Verification & confidence checking | 7 Celebration & integration |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <p>Children will be made aware of the new focus for learning in previous term</p> <p>Letters to parents prev term</p> | <p>Why is it important to learn about protecting our coastline?</p> | <p>Teacher to provide necessary knowledge to develop skills and understanding.</p> | <p>Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways e.g. art, science, history, DT and music.</p> | <p>Children will present their learning in different ways to peers. Question and answer session</p> | <p>Showcase artwork, musical performances & literacy writing.</p> |
| <p>Links to British Values Investigating how social life developed around the coastline</p> | | | <p>Other Resources You tube videos, music,</p> | | |
| <p>Parent and Wider Community Involvement Research ideas Visit to a coastline over Easter Holidays Trip to Formby coastline then Southport Ecocentre</p> | | | <p>Use their talents and deeper understanding to benefit others See individual Subject policies for ideas and example</p> | | |