

## Key Questions

- What is sustainability?
- How is energy produced?
- How have different cities and countries become more sustainable?
- How will we produce and use energy differently in the future?
- How sustainable is my community?
- Why should there be a shared responsibility to ensure the responsible use of the world's resources?
- What is my role in ensuring that I am being sustainable?

## Assessment Questions

- Can I explain sustainability and how we are working towards being more sustainable?

## Related Texts

- Guardians of the Planet: How to be an Eco-Hero (Clive Gifford)
- The Last Bear (Hannah Gold)
- Greta Thunberd, Little People Big Dreams (Maria Isabel Sanchez Vegara)
- 100 Things to Know About Saving the Planet (Usborne)
- Earth Heroes: Twenty Inspiring Stories of People Saving Our World (Lily Dyu)
- Climate Action: The Future is in Our Hands (Georgina Stevens)

## Super Start:

Drop Down Day:  
Repurposing items from home  
Research into endangered animals (David Attenborough)

## Fabulous Finish/Outcome:

Performance of speeches about sustainability  
Orienteering Activity



# Year 6 Spring Term Sustainability



## GEOGRAPHICAL SKILLS AND FIELDWORK

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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.

## GEOGRAPHY KNOWLEDGE

### Human and Physical Geography

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

## PLACE KNOWLEDGE

Make comparisons between individual features of different places

## LOCATIONAL KNOWLEDGE

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## HISTORY SKILLS

### Historical Enquiry

Understand how evidence is used to make historical claims

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

### Historical interpretation

Discern how and why contrasting arguments and interpretations of the past have been constructed

Understand how our knowledge of the past is constructed from a range of sources.

## HISTORY KNOWLEDGE

### Ancient Maya– a study of life and achievements and their influence on the western world

Develop a chronologically secure knowledge and understanding of world history ( Mayans), establishing clear narratives within and across the periods they study.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

### Knowledge and Understanding of Events, People and Changes

Understand historical concepts, such as continuity and change, cause and consequence, similarity and difference. Use this understanding to make connections.

Ask historically valid questions about change, cause, similarity, difference and significance.

## Useful Websites

[BBC Bitesize \(Sustainability\)](https://www.bbc.co.uk/bitesize/topics/zshp34j)

<https://www.bbc.co.uk/bitesize/topics/zshp34j>

[Klds Britannica \(Sustainability\)](https://kids.britannica.com/kids/article/sustainability/631786)

<https://kids.britannica.com/kids/article/sustainability/631786>

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[What happens to your recycling?](https://www.wrwa.gov.uk/wp-content/uploads/2020/04/What-Happens-To-Your-Recycling-KS2.pdf)

[https://www.wrwa.gov.uk/wp-](https://www.wrwa.gov.uk/wp-content/uploads/2020/04/What-Happens-To-Your-Recycling-KS2.pdf)

[content/uploads/2020/04/What-Happens-To-](https://www.wrwa.gov.uk/wp-content/uploads/2020/04/What-Happens-To-Your-Recycling-KS2.pdf)

[Your-Recycling-KS2.pdf](https://www.wrwa.gov.uk/wp-content/uploads/2020/04/What-Happens-To-Your-Recycling-KS2.pdf)

[Ancient Egyptian vs Maya culture](https://classroom.synonym.com/ancient-egyptian-vs-mayan-culture-21883.html)

[https://classroom.synonym.com/ancient-](https://classroom.synonym.com/ancient-egyptian-vs-mayan-culture-21883.html)

[egyptian-vs-mayan-culture-21883.html](https://classroom.synonym.com/ancient-egyptian-vs-mayan-culture-21883.html)

[DKfindout \(The Maya\)](https://www.dkfindout.com/uk/search/mayans/)

[https://www.dkfindout.com/uk/search/mayans](https://www.dkfindout.com/uk/search/mayans/)

[/](https://www.dkfindout.com/uk/search/mayans/)

[Kiddle \(The Maya\)](https://kids.kiddle.co/Mayan_civilization)

[https://kids.kiddle.co/Mayan\\_civilization](https://kids.kiddle.co/Mayan_civilization)

[The school run \(The Maya\)](https://www.theschoolrun.com/homework-)

<https://www.theschoolrun.com/homework->

[/](https://www.theschoolrun.com/homework-)

**MUSIC:** Using chords and structure.

Respecting each other through composition.

**PE:** Swimming and Striking & Fielding.

**PSHE:** Relationships.

**RE:** What will make our local community a more respectful place to live?

Why do people make vows and commitments?

## AREAS NOT LINKED

**SCIENCE:** Living Things and their Habitats and Evolution

**COMPUTING:** Programming - Variables in Games

**FRENCH/SPANISH:** Festivals

## ART AND DESIGN

### ART FOCUS/OUTCOMES

Aspirations/ work related learning

### DESIGN & TECHNOLOGY

Electronics/Textiles and Wearable Textiles